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**A CASE STUDY OF USING AUTHENTIC ASSESSMENT IN  
PROJECT-BASED LEARNING IN EXCELLENT TEACHERS'  
ENGLISH CLASSROOMS**

**MUHAMMAD NOOR BIN ABDUL AZIZ**

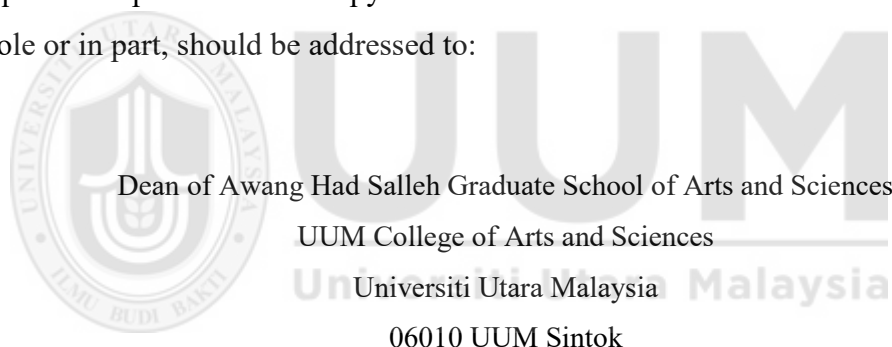


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## Abstrak

Pentaksiran autentik merupakan salah satu daripada pentaksiran alternatif. Pentaksiran ini merujuk kepada pentaksiran bilik darjah yang melibatkan aspek pemerhatian guru, memberi maklum balas dan penilaian daripada rakan sekelas. Pentaksiran autentik boleh digunakan dalam aktiviti bilik darjah yang berpusatkan pelajar iaitu Pembelajaran Berasaskan Projek (PBP). Walaupun PBP ini telah dikenali, tetapi tidak semua guru dalam konteks bilik darjah abad ke 21 dapat menyesuaikan kaedah ini kepada murid. Sungguhpun pentaksiran autentik boleh menyokong pengajaran guru yang menggunakan pendekatan berpusatkan murid, namun pentaksiran ini sangat kurang diimplementasikan. Malah, guru-guru di sekolah rendah tidak mempunyai garis panduan berkenaan cara menggunakan pentaksiran autentik dalam bilik darjah. Bahkan guru cemerlang (GC) yang dianggap sebagai model yang menggunakan PBP juga mempunyai pengetahuan yang terhad mengenai pentaksiran autentik. Kajian kes kualitatif ini bertujuan untuk meneroka proses penggunaan pentaksiran autentik dalam mentaksir PBP dalam kelas Bahasa Inggeris yang melibatkan enam orang guru cemerlang di utara Semenanjung Malaysia. Kaedah pensampelan yang digunakan ialah pensampelan bertujuan. Data dikumpulkan melalui kaedah temu bual berstruktur, pemerhatian berkala dalam bilik darjah dan analisis dokumen. Perisian Atlas.ti versi 8 digunakan untuk membantu penyelidik dalam menganalisis data. Lima tema telah diperolehi iaitu; Pembelajaran berpusatkan murid; Kualiti guru; Kepelbagaian dalam pentaksiran autentik, Mengambil berat keperluan pelajar dan Memaklumkan rubrik penilaian kepada pelajar. Implikasi kajian ini membolehkan guru-guru untuk menggunakan satu set garis panduan yang telah dibangunkan berdasarkan amalan terbaik guru-guru cemerlang. Garis panduan yang dihasilkan melalui dapatan kajian ini dapat membantu guru-guru sekolah rendah melaksanakan pentaksiran autentik melalui PBP dalam bilik darjah masing-masing.

**Kata kunci:** Penilaian autentik, Pembelajaran berasaskan projek, Guru cemerlang, Penilaian sendiri dan rakan sebaya

## Abstract

Authentic assessment is a variation of alternative assessment. It is a classroom assessment which comprises of teacher's observation, feedback as well as self and peer assessments. It can be used in student-centred teaching approaches namely project-based learning (PjBL). Although PjBL is recognised across the globe, not all teachers in the 21st century classrooms adapt this method with young learners. While authentic assessment advocates student-centred approach, this assessment method is still poorly implemented. To worsen the situation, primary school teachers do not have a guideline on how to use authentic assessment in their classroom. Excellent teachers who are model teachers use PjBL but lack knowledge on authentic assessment. This qualitative case study seeks to explore the process of using authentic assessment in assessing PjBL in the English classes of six excellent teachers from a Northern state in Peninsula Malaysia who were selected through purposive sampling. Data were gathered through semi-structured interviews, a series of classroom observations and document analysis. Atlas ti. Version 8 was used to aid the researcher in analysing and collapsing categories into emerging themes from the findings. Five themes that emerged were Student-centred learning; Teacher Quality; Variations in authentic assessment; Catering for learners' needs and Communicating assessment rubrics with learners. The implication of this research is for teachers to be able to use a set of guidelines from the best practices of the excellent teachers. The guidelines were developed from the findings to assist primary school teachers to embed authentic assessment in PjBL in their respective classrooms.

**Keywords:** Authentic assessment, Project-based learning, Young learners, Excellent teacher, Self and peer assessment

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## **List of Abbreviations**

<b>AA</b>	Authentic Assessment
<b>PjBL</b>	Project-Based Learning
<b>KSSR</b>	Kurikulum Standard Sekolah Rendah
<b>CEFR</b>	Common European Framework of Languages
<b>DKSP</b>	Dokumen Kurikulum dan Standard Prestasi
<b>ESL</b>	English as a Secondary Language
<b>SBA</b>	School Based Assessment
<b>MoE</b>	Ministry of Education



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Assessment in education is an integral component in any education system. It is believed that a systematic assessment is used to yield information about learners' performance from various sources of evidences (Yin & Adamson, 2015) and gain better results from the learning process. According to Biggs (1996), a constructive alignment between instruction (teaching), learning (product) and assessment is important so that the goals of education can be accomplished. Correspondingly, literature provides exhaustive information on assessment being improved in almost every education system across the globe (Torrance & Pryor, 2001; Leung & Mohan, 2004; Afitska, 2014).

There are two types of assessment which are traditional assessment and alternative assessment. Traditional assessment refers to the methods of assessment that is heavily teacher centred (Schreurs & Dumbraveanu, 2014) since the teaching and learning also focuses primarily on teacher-centeredness. Meanwhile, alternative assessment can be defined as an assessment approach that indicates authentic measures and methods in the teaching and learning process (Hamayan, 2009) and has its variations such as portfolio assessment, performance assessment and authentic assessment (Tan, 2012).



Authentic assessment is perceived as an assessment that places a distinctive importance on the accurate value of the assignment and the context (Herrington & Herrington, 1998). Here, the authors highlighted that principally, there is a focus on getting to relate the task that the learners perform to the real world application. Project-based learning (PjBL) can be an example of a task that learners do that is linked with real world application (Thomas, 2000) and it places the learners at the heart of learning which is the basis of student-centred learning (Kokotsaki, Menzies, & Wiggins, 2016). In PjBL, learners collaborate with one another to complete the task assigned (Nasab, 2015) and in authentic assessment, Child (2016) argues that if the real situation puts weight on collaboration, then the assessment should also assess collaboration. Here, since authentic assessment is part of assessment in 21<sup>st</sup> century, there arises the need to intensively prepare and conduct the assessment in the classroom (Aliningsih & Sofwan, 2015).

Furthermore, education system over the world is now in the move towards achieving the latest purpose of assessment which is Assessment for Learning (A/L) (Malakolunthu & Hoon, 2010; Nasab, 2015; Saefurrohman, 2015; Santos, 2016). Teachers around the globe work diligently to prepare task that fits this purpose. PjBL activities comply with this purpose since PjBL approach is catered to the needs of students' learning (Harmer, Stokes, Blake, Sterling, & Kagawa, 2014). Therefore, there is a need for researchers to embark on studies which highlights the concepts of authentic assessment (McAlister, 2000) and project based learning (Kortam, Basheer, Hofstein, & Hugerat, 2018).

Bringing down the scope to our very own context, the Ministry of Education Malaysia introduced school based assessment way back in 2011 for the first time to be implemented in all primary schools effective from Primary One. This move by the ministry received a mixed reaction from stakeholders, parents, teachers and even the students (Fook & Sidhu, 2014). The objective of this paradigm shift was to change focus from chasing after As to meaningful learning (Zain, Rasidi, & Abidin, 2012) since the ministry reported that students in Form 5 who entered the university with A's in English were poor in English language proficiency due to ineffective strategy of teaching and learning (Razak & Babikkoi, 2014).

To move along with the change that was brought to the schools, the Malaysian Examination Syndicate aspires that teachers in schools would be empowered to design and use their own assessment instrument for the benefits of their learners (Fook & Sidhu, 2014). This is an essential step taken by the ministry to make learning more fun and to bring changes in the assessment system in Malaysia. This commendable effort should be supported by everyone since the greater benefit lies for the learners in the schools.

The present study will be looking at the assessment component (authentic assessment) and also linking it with a teaching approach (project-based learning). These components should not be separated since it is related in the constructive alignment (Biggs, 1996).

## 1.2 Problem statement

School based assessment (SBA) is new in Malaysian primary schools (Hasim, Di, & Barnard, 2018). The Ministry of Education has been highlighting the schools to adopt 21<sup>st</sup> century teaching and learning skills to be implemented in schools. However, research with excellent teachers in Malaysia only revolved around classroom management (Amzat, 2017), their job satisfactions (Hoque, Zabidi, & Zohora, 2012) and policy-making (Yunus, 2017) which do not focus much on classroom assessment or to be precise authentic assessment. It is pivotal that teachers know the correct process and procedures in implementing authentic assessment (Ortega & Minchala, 2017) but it is not materialized in the classes of excellent teachers (Herppich et al., 2018).

There are reasonably many studies done in the area of project based learning in the English Language classes concerning the implementation at university and college levels as well as at secondary school level (Habók & Nagy, 2016; Harrigan, 2014; Lenz, Wells, & Kingston, 2015). Projects with young learners of the English Language are still in its initial stage in Malaysia (Yusof & Song, 2010). Many relevant studies have been carried out in highlighting the views of secondary school students (Malakolunthu & Hoon, 2010; Othman & Mohamad, 2014) on project-based learning and students of higher learning institutions (Aiedah & Lee, 2012; Tengku Sarina Aini Tengku Kasim, 2014; Nasir, 2014; Noramdzan Mohd Yusof, Hatib Musta, & Salwa Ismail, 2015) but there have been relatively very few studies done in considering young learners' views in using projects to assess their progress in English (Lie, & Azman, 2012). Learners' views should be included in education

(Beckett, 2013) but it is lacking in our primary school education system due to the practice of assessing based on their performance to attain decent scores in the examination or exhibit good writing skills (Musa et al., 2012).

Much training has been carried out to equip teachers with sound understanding on how school based assessment works in our milieu (Ministry of Education Malaysia, 2015). Fun and meaningful learning are aspired to be attained by every teacher who enters the class to teach. Unfortunately, most classes still remain teacher-centred (Salleh & Yusoff, 2017). Since teachers are very much engaged in summative assessment (Varatharaj, Ghani, Abdullah, & Ismail, 2014), it is saddening that fun teaching is being casted away and many opt to subjugate their lessons to ample of homework that are stressing out the young learners (Ren, Zhou, Liu, Wang, & Yin, 2017). In the 21<sup>st</sup> century teaching and learning, if a class is still primarily teacher centred, it affects thinking skills of the learners (Astawa, Artini, & Nitiasih, 2017) and will result in learners becoming inactive (Cey, 2001) and too dependent on the teacher (Musa et al., 2012).

Cheng, Rogers and Hu (2004) highlighted that many studies exploring school-based assessment practices in ESL contexts are proliferating now. In Malaysian education context, assessment can be categorized into formative and summative assessments and it is noticeable that schools carry out summative assessments greatly (Dixson & Worrell, 2016). With the implementation of the new curriculum called Primary School Standard Curriculum or fondly known as *Kurikulum Standard Sekolah Rendah* (KSSR) in 2011, the Ministry of Education aspires to see more of formative

assessment taking place in the classroom. Instead of trying to use various forms of assessment (Veloo, Ramli, & Khalid, 2018), teachers strictly adhere to only what is stated written in the *Dokumen Standard Kurikulum dan Prestasi* (DSKP) due to lack of knowledge (Mok, Nur Filza, Nor Syazwani, & Siti Suraya, 2016). As a result, the introduction of SBA with primary focus on assessment for learning not being materialized successfully (Mok et al., 2016).

It is inevitable that assessment plays an integral role in the quality of teaching and learning. Substantial discussions have been carried out by pertinent scholars relating to the issue of assessment in the classroom (Dubetz, 2014; Lam, 2014; Lopera, 2015; Van Viegen Stille, Jang, & Wagner, 2016). Issues in assessment ranging from what type of assessment to how to carry out an assessment are being discussed in great length (Bae & Kokka, 2016; Fakhri & Mohd Isa, 2016; Tan, 2012). Excellent teachers are model teachers who portray best practices in assessment to be modelled by others. Unfortunately, guidelines on assessing project-based learning are not stipulated directly in the primary school English Language syllabus (*Kementerian Pelajaran Malaysia, 2003*) resulting in teachers being left wondering on how it should be integrated since training on the embedment of projects and assessing them have never been materialized at large scales (Mok et al., 2016). As much as assessment is concerned, students are at risk of being jeopardized if assessment is not carried out systematically (G. Wiggins, 1993).

As such, this present study is aimed to get the response from the young learners of the English Language in the area of using project-based learning in the classroom. It will shed some light to various parties on what children wish to do in school and how it can be materialized in order to make learning English fun. It is parallel with the aspiration of the Ministry of Education in catering for the needs of students in their learning (Kaur, 2017). The study also aspires to see how teachers can use authentic assessment in assessing activities in PjBL in their respective classes.

### **1.3 Research objectives**

In general, the objectives of this study are to:

1. Understand the views of young learners in project-based learning and classroom assessment in English language lessons.
2. Comprehend the views of excellent teachers regarding classroom assessment.
3. Explore the excellent teachers' reasons for the implementation of project-based learning in English language lessons.
4. Describe the variations of authentic assessment in assessing project-based learning in English language lessons.
5. Suggest a guideline for the use of authentic assessment in English Language lessons.

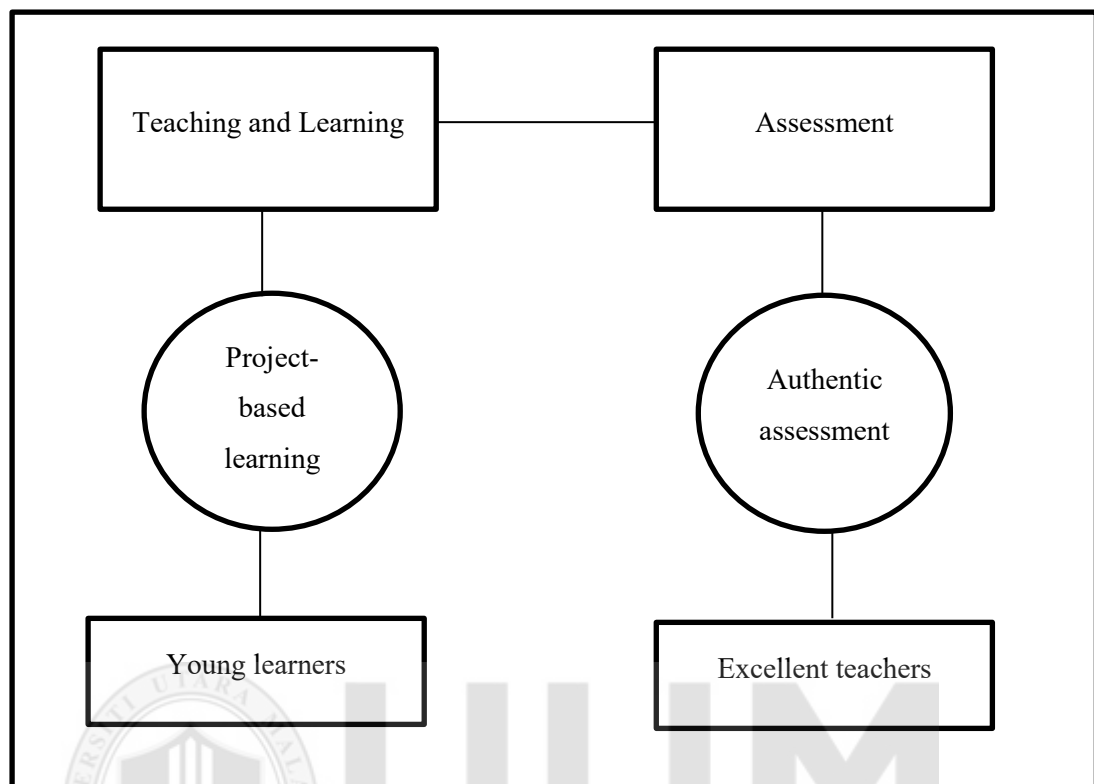
#### **1.4 Research questions**

These five research questions are developed to guide the researcher in finding out the use of projects as an authentic assessment in the English Language classroom.

1. How do young learners view project-based learning and classroom assessment?
2. How do excellent teachers view classroom assessment?
3. Why are the excellent teachers using project-based learning in English lessons?
4. What are the variations of authentic assessment in assessing project-based learning in English Language lessons?
5. What are the elements in the guidelines in using authentic assessment that help the teachers in using project-based learning in their classrooms?

#### **1.5 Conceptual framework**

Figure 1.1. explains the conceptual framework in which this study adopted and was guided by. The main concepts in this study are project-based learning and authentic assessment. Teaching and learning should not be separated from the assessment practices that happen in the classroom of young learners (Sidhu, Kaur, & Chi, 2018). Teachers adopt various teaching and learning strategies and techniques to assist learners in their studies. In this study, the researcher adopted PjBL approach as the teaching and learning activity meanwhile authentic assessment as its assessment practice.



*Figure 1.1. Conceptual framework of the study*

Ultimately, there are principles in PjBL that have to be adhered to when implementing it in the classroom. Similarly, in using authentic assessment in a local context, the CEFR was used as a framework because it was an accredited assessment framework that Malaysian Ministry of Education adopted to be used in schools to chart improvement of learners in English Language proficiency (Ministry of Education Malaysia, 2015). The Year 5 syllabus (D.S.K.P) was also used in tandem with CEFR to see the requirement for Year 5 English Language which had to be covered by excellent teachers in their classroom.



## **1.6 Definition of terms**

In this study, the researcher will be using these terms below heavily. It is advisable to define them here so that it sets the scope of the research.

### **1.6.1 Excellent teachers**

According to *Kementerian Pelajaran Malaysia* (2008) an excellent teacher or *guru cemerlang* can be defined as a teacher with high knowledge, skills and expertise in subjects especially in the area of teaching and learning who is dedicated and motivated in performing outstanding duties and responsibilities continuously.

For the purpose of this study, the researcher adopts this definition and adds that excellent teachers in this study are also teachers who contribute knowledge and expertise at school, district and state level.

### **1.6.2 Young learners**

Young learners in Malaysia is referred to children of seven to twelve year olds who are in primary schools (Hazita, 2012). Young learners in this study are the participants (boys and girls) who are in Year 5 classes of the excellent teachers during the period of research.

### **1.6.3 Project-based Learning**

In this study, the researcher will look at how project-based learning is used in the English classes of excellent teachers. To establish a clearer picture, the researcher adopts the definition by Educational Technology Division (2006) which refers to a hands-on instructional teaching method which allows learners to build skills and

knowledge through cooperative learning. In this study, PjBL refers to collaborative tasks assigned by the excellent teachers to the young learners in their classroom which will be carried out in groups. The task may involve skills such as sourcing for information, analysing, categorizing, synthesizing, evaluating and presenting to the class or other audience.

#### **1.6.4 Authentic assessment**

Authentic assessment in this study is assessment technique that involves the use of hands-on projects and presentations carried out by students to be assessed by their teacher, peer or even self-assessment. Here, students should know what is required and how the assessment will take place. Integration of Higher Order Thinking Skills (HOTS) is also applicable in this context.

### **1.7 Significance of the study**

#### **1.7.1 To the Ministry of Education**

It is also hoped that guidelines which is derived from this study will be used by the policy-making department at the Ministry to enhance the student-centred learning approach which is the core of 21<sup>st</sup> century learning. The guidelines will serve as a point of reference to teachers, specifically primary school teachers to refer, use, reflect and improve on. There are no clear guidelines for primary school teachers to refer to. It is hoped that the guidelines could benefit teachers in coming with more action researches to improve on the findings of this study with the use of the guidelines.

### **1.7.2 To the teachers**

It is also aspired that using projects as authentic assessment will reduce their anxiety for examination as the only form of assessment and look at authentic assessment in a positive way. Fun learning which is advocated by the ministry should be materialized by teachers in the classroom. As such, more teachers are encouraged to adopt PjBL into their respective classes and to intensify the use of it to other schools with the help from the excellent teachers who participated in this study.

### **1.7.3 To the parents**

It is also hoped that parents who read this work would benefit in condoning and supporting project-based learning as a tool to enhance their children learning experience in school as well as to support the use of authentic assessment. Getting parents to understand the „new“ assessment is a challenge. It is hoped this thesis will shed some light on parents who are sceptical about their children’s learning.

### **1.7.4 To the theories**

Since this study adopted the theory of Constructivism and Active Learning, it is hoped that the young learners’ English language proficiency is increased through the PjBL activities and the use of authentic assessment allows a more holistic assessment to be implemented in the classroom.

It is hoped that this study will open up the minds of various people in accepting authentic assessment as a creative way of refining teacher’s teaching and improving children’s learning. Since Malaysia is still new in school-based assessment and there

has been lengthy debates and discussions on the need of school-based assessment, this study is hoped to clear the air and show how authentic assessment which is a form of school-based assessment could help make learning better and more meaningful.

### **1.8 Summary**

In this chapter, the researcher has successfully established the need of the study by highlighting the problem and listing the research objectives and guiding questions for the study. The researcher also provided some preliminary information on the issue of authentic assessment and project based learning which was the core of this case study.

In chapter 2, the researcher provided an exhaustive literature which explains key concepts and theories that underpin this study. Related empirical studies were also quoted to support the current study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter starts with the theoretical framework underpinning this study and later elucidates related studies carried out in the area of authentic assessment and project-based learning in primary school.

#### 2.2 Theoretical Framework

There are two major theories that guide the use of PjBL in the classroom. They are the Theory of Constructivism and Active Learning Theory by John Dewey (1916). In this study, these two theories built the use of project-based learning (PjBL) in the classes of the excellent teachers. Authentic assessment is a form of assessment for learning which is used in this study. Authentic assessment is used to assess the PjBL activities performed by the young learners. Figure 2.1 shows the relation of the theories and the use of authentic assessment in PjBL.

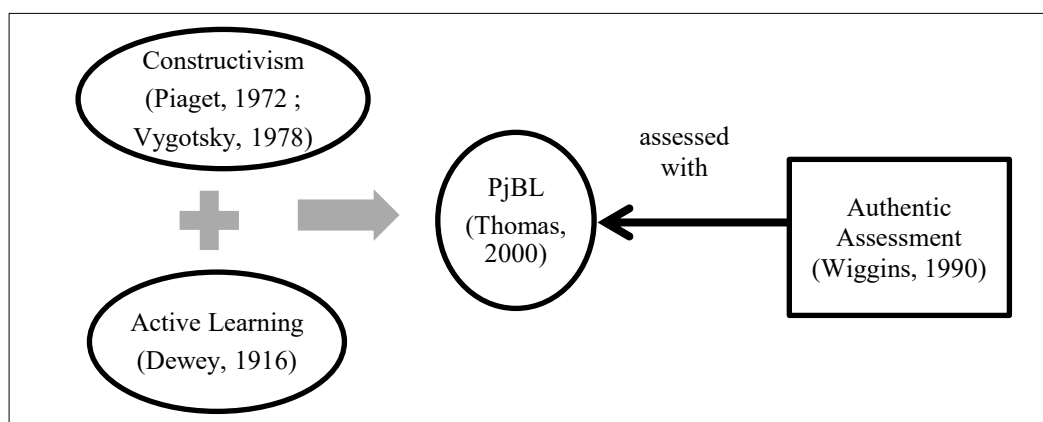


Figure 2.1. Theoretical framework of the current study

### 2.2.1 Theory of Constructivism

One of the overarching paradigms of educational learning theories is constructivism. Constructivism underpins the project-based learning approach of learning. In constructivism, learners are believed to construct their knowledge of a subject matter through interaction with the environment and every learner's knowledge construction varies from the other. To establish their existing knowledge, each learner constructs new knowledge. Tying this to project-based learning, this theory has great impact in project-based learning because learners will be negotiating with other learners and it allows better control by the learners in terms of the direction and content of learning (Richardson, 2003).

For Piaget, existing knowledge is assimilated and accommodated with the construction of new knowledge. Piaget (1970, p.57-58) argued that:

"What remains is construction as such, and one sees no ground why it should be unreasonable to think it is ultimate nature of reality to be in continual construction instead of consisting of an accumulation of ready-made structures".

He believed that the roots of constructivism undoubtedly exist when he focused on the active roles of the learners in learning.

Relating this to language learning, Suchting (1998) held the view that in language learning, a learner should be able to construct the meaning of a word, phrase, sentence and later a text, step-by-step in a gradual manner and these steps are the core of the constructivism theory which advocates for learning at the learner's own pace

and space. The view by Suchting is in accordance with Vygotsky (1978, p.27) who added the role of social interaction in the learning of language:

“The greatest change in children's capacity to use language as a problem-solving tool takes place somewhat later in their development, when socialized speech (which has previously been used to address an adult) is turned inward. Instead of appealing to the adult, children appeal to themselves; language thus takes on an intrapersonal function in addition to its interpersonal use.”

Bada (2015) provided a systematic review of the theory of constructivism and listed basic characteristics of the environment that supports constructivism:

i) knowledge is shared by teachers and learners, ii) teachers and learners share authority in the classroom, iii) teachers become facilitators and iv) learning happens in groups of learners who are heterogeneous. All these characteristics were evident in the cases of the excellent teachers whereby they provided space for their young learners to practise the target language in a creative way through PjBL activities.

Constructivism is a learning theory. It suggests that learners are accountable for their learning and are given the opportunity to create concrete and meaningful experiences of learning. The constructivist classroom setting enables learners to share, comment, critique, discuss, reflect, justify and present ideas (Fosnot, 2005). Teachers should prepare and conduct activities that promote similar experiences. Table 2.1 provides the detailed differences of a traditional classroom as opposed to constructivist classroom by Bada (2015, p.68) which describes the differences in terms of knowledge acquisition, learning experiences, assessment practices and classroom activities.

Table 2.1

*A comparison of traditional classroom and constructivist classroom*

<b>Traditional classroom</b>	<b>Constructivist classroom</b>
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

*Source:* Bada (2015, p.68)



Since group work is a key feature in project-based learning (Kemp, 1999), it is relevant and very much related with what constructivists suggest. In the case study with the excellent teachers, group work promotes learners to share ideas, provide arguments and come to a consensus to agree or disagree with a topic. This in return improves learners' communication skills too (Brandon & All, 2010).

### **2.2.2 Active Learning Theory**

Dewey (1916) highlighted that active learning is an approach that places learners at the heart of learning process. It is also referred to as classroom activities that engage learners in doing activities and at the same time thinking about what they are working on (Williams, 2017). Active learning promotes student-centred learning (Zhou, Chen, & Chen, 2019). In active learning, learners will have to work in groups because one important characteristic of student-centred learning is group activities (Froyd & Simpson, 2008).

Active learning is any activity that allows students to be involved in the course materials during teaching so that the teacher and the student can discover the students' mastery of the materials and to expedite further learning. This can also be related to the theory of constructivism whereby learners will develop meanings from their own learning. Through group works, and to be particular, in this project-based learning research, learners will develop meanings in groups. Active learning fits the description of project-based learning (Thomas, 2000) and it is up to the learner to present what they have learned in the best way they can. Teachers play the role as a facilitator to guide and suggest resources for them to use (Prince, 2004).

As much as active learning is concerned, learners are at the centre of attention. Learning is the focus (Prince, 2004) and linking it to project-based learning, it is a “considerable individualization of curriculum, instruction and assessment - in other words, the project is learner-centred” (Moursund, 1999, p.4). This explains that project-based learning supports active learning whereby learners are given the opportunity to practice higher order thinking skills as suggested in Bloom’s Taxonomy (Brame, 2016).

Scholars who have included active learning theory in their classes shared their success stories with readers. McDermott, Agarwal, D’Antonio, Roediger, and McDaniel (2014) highlighted in their quasi experimental study that the group of learners who were involved in active learning managed to score higher in their quizzes as opposed to those who were taught in a lecture basis. Adding on to that, Maybee, Doan, and Flierl (2016) conducted a study with teachers who used active learning in their classes and the themes that were derived from the interviews showed that students gradually learned information skills, then engaged themselves in information related activities and finally students could apply the disciplinary information practices.

### 2.3 Excellent teachers

MoE has implemented various efforts to produce quality teachers and to ensure excellent teachers remain in the national education system and uphold the quality throughout their service period. Among the measures taken include improving the teacher selection system, strengthening teacher training, boosting excellence in teaching training institutions, enhancing career path and teacher welfare (Chong, Mahamod, & Hamzah, 2017). The ministry also offered and awarded various awards to teachers who perform extraordinarily in their work and one of them is the excellent teacher award.

Excellent teachers should be individuals who support learning, are objective towards assessment, motivate learners (Feldman, 2007), maintain discipline, love his or her job and committed in their work (Ida, 2017). Linking it to our local context, *Kementerian Pelajaran Malaysia* (2008), describes excellent teachers as educators who perform remarkably in their teaching profession by making an effort to show improvement in their learners' progress through systematic documentation and accredited with an award at national level. They are also teachers who play a critical role in the production of first-class human capital to ensure the holistic creation of a person based on the National Education Philosophy that requires an individual who is balanced in his physical, emotional, spiritual and intellectual.

The excellent teacher promotion was introduced in the 1994 as an acknowledgement to promote teachers to stay in schools without having to hold administrative positions (Kementerian Pelajaran Malaysia, 2008). It also serves as a token of appreciation and motivation for teachers who perform outstandingly in their teaching job. Awang

(2014) highlighted that in the year 2000 onwards, there was a proliferation of teachers applying for excellent teacher scheme amounting to more than 15,000 excellent teachers. Under this scheme that develops a faster career path for excellent teachers, they were anticipated to contribute to other schools, especially in terms of policy, curriculum and teacher development (Awang, 2014). Unfortunately, much research regarding excellent teachers in Malaysia only focused on policy and teacher development (Amzat, 2017) and lack of studies on curriculum. Hence, this current study will contribute to the literature on the classroom assessment practices by excellent teachers.

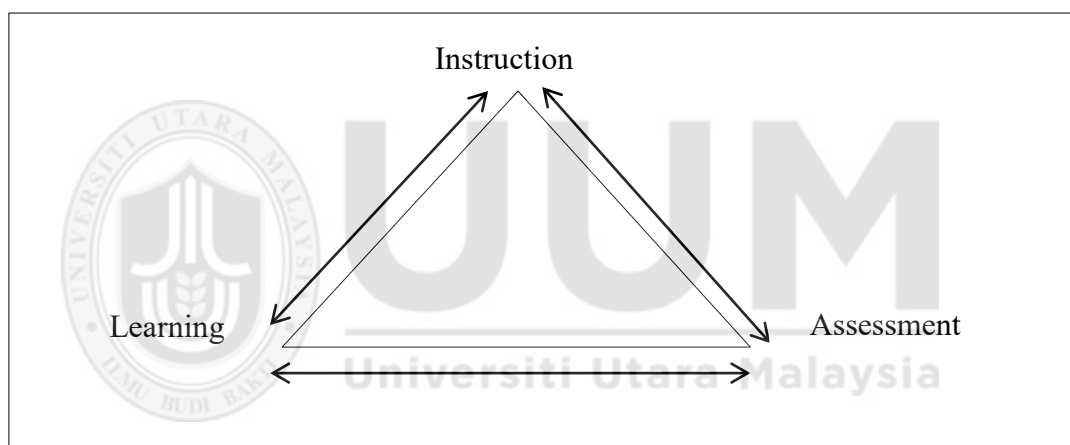
In general, teachers use various learning theories to cater for the needs of their learners in the class. In this case study, the researcher worked with excellent teachers. In general, excellent teachers are also known as master teachers (Amzat, Don, Fauzee, Hussin, & Raman, 2017), effective teachers (Ramona, Pânisoar, & Pânisoar, 2014) or exemplary teachers (Feldman, 2007). In this case study, the term „excellent teacher“ is used because the Ministry of Education Malaysia refers to them as excellent teachers.

The rationale for choosing excellent teachers as participants in this study is because of their key roles in the efforts to ensure the success of „Upholding the Malay language and strengthening the English language“ policy (Yamat, Umar, & Mahmood, 2014). The main purposes of the policy are to uphold the national language which functions as a tool to unite different races in Malaysia. It is also essential to strengthen the English language which is a second language in Malaysia (Ahmad et al., 2012). This laudable effort is made to improve the acquisition of the

target languages right from the schools up to tertiary education where communication is also a problem among our students (Rusli, Yunus, & Hashim, 2018)

## 2.4 Assessment

It is well established and understood that in order for us to achieve the goals in education, there must be a constructive alignment between instruction, learning and assessment (Biggs, 1996). Figure 2.2 shows the relationship of these three components.



*Figure 2.2. Constructive Alignment by Biggs (1996)*

The figure above explains that three components in curriculum alignment are linked to each other and work together to achieve goals in education. It is wise to start the discussion with what is meant by assessment. In simple, assessment can be defined as “a wide range of methods for evaluating pupil performance and attainment including formal testing and examinations, practical and oral assessment, classroom based assessment carried out by teachers and portfolios” (Gipss, 1994, p.vii). Other scholars also have similar definitions which highlight that in an assessment, the

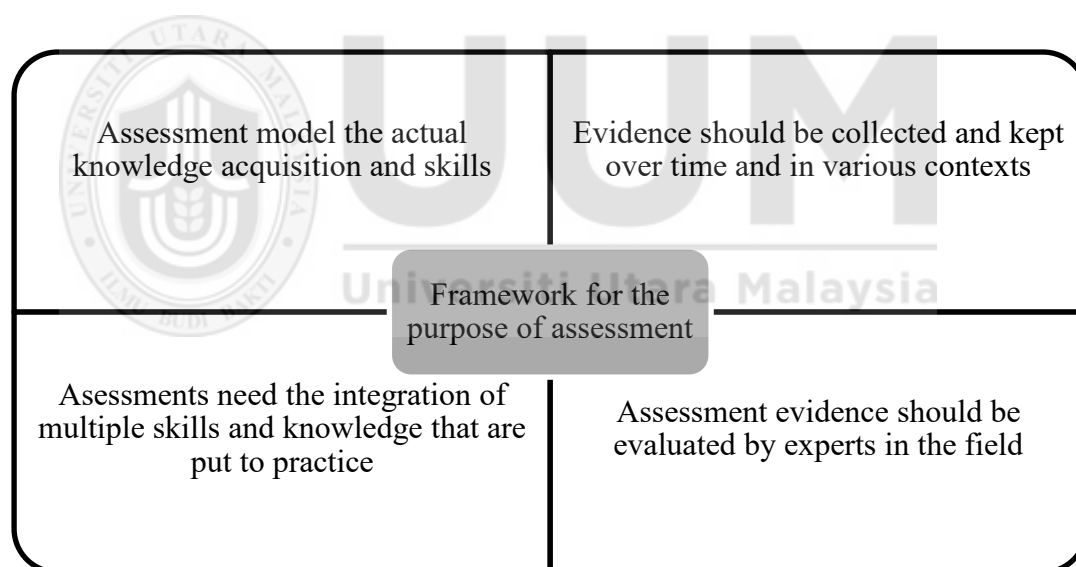
learners are informed or given feedback about their performance (Ambrose, Spiller, & Li, 2009; Jabbarifar, 2009; Koh, Carol-Ann Burke, Luke, Gong, & Tan, 2017). In the present study, it is clearly shown that project-based learning is a teaching and learning method that excellent teachers adopted and authentic assessment is used to assess the teaching and learning outcomes.

There are also other terms that are usually interchangeably used in assessment which are test and testing, measurement and evaluation (Ghaicha, 2016). Testing can be defined as a set of questions prepared, distributed and controlled to measure how much a learner has learned in a subject or course during a fixed period of time (Linn and Gronlund, 1995). On the other hand, evaluation is described as a “process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs” (Jabbarifar, 2009, p.1). In this study, assessment is what the researcher wants to focus on. The researcher agrees with Varatharaj et al. (2014) who believed that assessment can be used as an important component of teaching and learning that drives teachers’ instruction and enlightens student progress.

Darling-Hammond and Snyder (2000) provided a clear framework of four principles for the purpose of having assessment in the classroom. In the framework, they informed that assessment model the actual knowledge acquisition and skills. It shows the evidence of what a learner can do from the curriculum that was taught to them. Secondly, they believed that assessments need the integration of multiple skills and knowledge that are put to practice. This is pertinent in the case of PjBL whereby

young learners used various skills that they have apart from the four language skills to work on the activities and share their outcome with the audience.

Next, they felt that evidence should be collected and kept over time and in various contexts. With an array of evidence, the teachers can make sound judgement of the process of learning and offer assistance to the learners. Finally, the assessment evidence should be evaluated by experts in the field. In this case of excellent teachers, they are the experts who know the background of the learners in order for them to make conclusion of their learning and provide help in improving their progress. Figure 2.3 summarizes the principles into a framework.



*Figure 2.3. Framework of the purpose of having assessment*

As the issue of assessment being debated, other components of assessment such as formative and summative assessment are brought into the picture. Formative assessment can be referred to as using the data from a test to modify or direct teaching and learning processes meanwhile summative assessment is believed to determine how much a learner has grasped the content (Mehrens & Lehmann, 1991).

In schools, both formative and summative assessment do take place but with heavy focus is put on summative assessment (Varatharaj et al., 2014). In contrast, formative assessment which yields better results and guides the teaching processes is not seen as a great tool to improve learning in the classroom (Black & Wiliam, 1998). In formative assessment, there opens a variety of a more student-centred assessment such as assessment of learning, assessment as learning and assessment for learning.

In formative assessment, Göçer et al. (2014) highlighted that improving learning is the primary purpose instead of auditing learning. They also stressed that formative assessment is assessment for learning rather than assessment of learning. Even though there are constant debates on the effectiveness of formative assessment (Hasim et al., 2018; Leung & Mohan, 2004) as opposed to summative (Castleberry, Schneider, Carle, & Stowe, 2016; Harrison, Könings, Schuwirth, Wass, & Van Der Vleuten, 2014), 21<sup>st</sup> century scholars believe that formative assessment which condones assessment for learning produces better learners (Goldman & Pellegrino, 2015).

As such, for the purpose of this study, the researcher adopted the theory of assessment for learning which links with authentic assessment.

#### **2.4.1 Assessment for learning**

Much discussion and debate has been carried out pertaining to the purposes of assessment (Afitska, 2014; Black & Wiliam, 1998; Ketabi & Ketabi, 2014; Lopera, 2015). The proponents from these purposes of assessment have their strong points for



adopting such assessment in classes. Figure 2.4 explains that assessment as learning happens when a learner is reflecting and monitoring his progress for better future learning goals. End of class reflection is one of the best examples that fit this purpose of assessment.

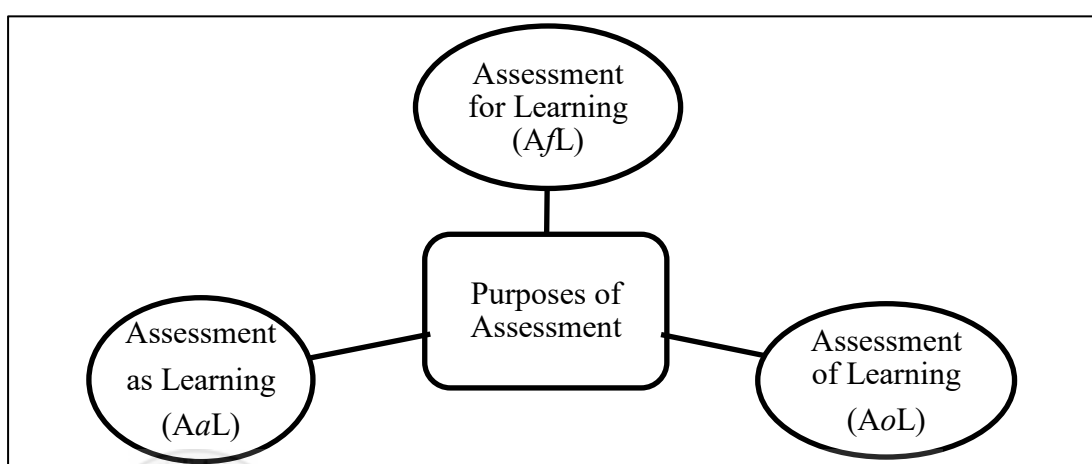
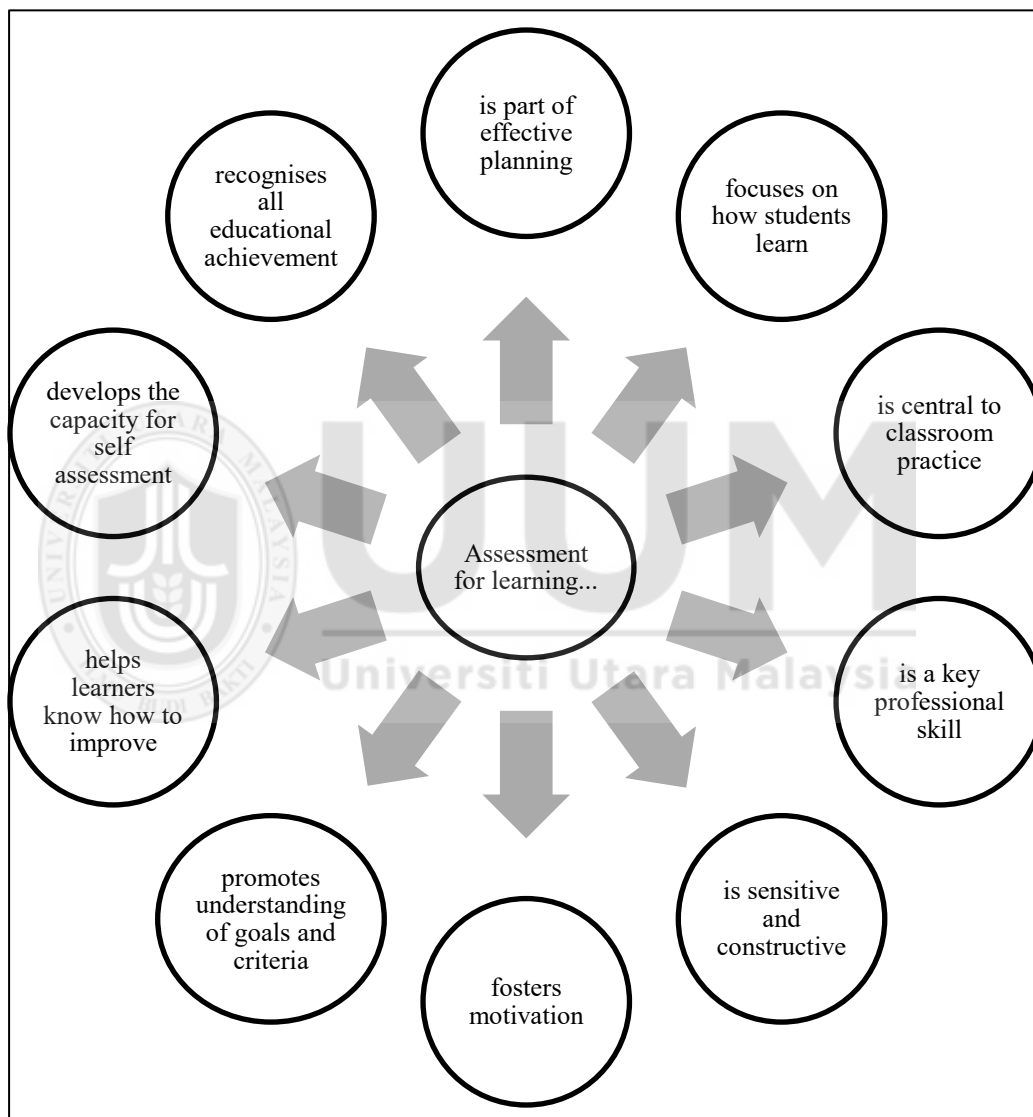


Figure 2.4. Purposes of Assessment

On the other hand, assessment of learning can be described as teachers using evidence of learning of their learners to make decisions on achievement against a prescribed goal or standard (Chou, Chang, & Lin, 2017). This can be referred to summative assessment that takes place at the end of a unit or semester.

Finally, assessment for learning takes place when the teacher uses inferences about the learner's progress to improve his teaching. This is also called as formative assessment whereby the result from assessment is not only used to improve learning but it also affects and changes teaching styles, techniques and strategies (Sardareh, Saad, Othman, & Me, 2014).

Assessment Reform Group (2002) produced ten principles that underpin the use of assessment for learning in a classroom. These research based principles admittedly explain that careful planning is needed to incorporate assessment for learning as part of authentic assessment. They are depicted in Figure 2.5.



*Figure 2.5. Principles in Assessment for Learning*

In addition to the principles, there are six elements that can be incorporated in the teaching practice (OECD, 2008, p.6). They are a) the use of varied instruction methods to meet diverse student needs, b) the feedback on student performance and adaptation of instruction to meet identified needs, c) the establishment of learning goals, and tracking of individual student progress toward those goals, d) active involvement of students in the learning process, e) the use of varied approaches to assessing student understanding, and f) the establishment of a classroom culture that encourages interaction and the use of assessment tools.

These elements can be used to shape teaching and assessment in the classroom. If the elements are pondered at with a strong viewpoint to improve assessment, it is clear that involving learners in the assessment will yield better results (Al-rubeishi & Al-humaidi, 2016). Figure 2.6 shows the elements in assessment for learning.

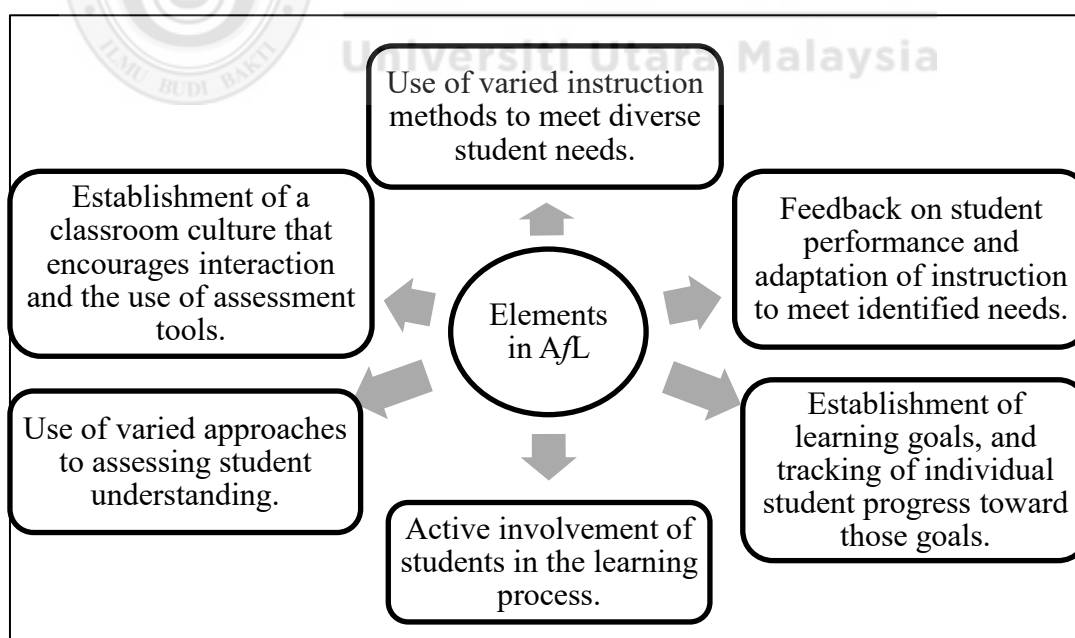


Figure 2.6. Elements in assessment for learning

By going in-depth into assessment for learning, we will be brought into a new perspective of assessment which is embedded in assessment for learning that we call Authentic Assessment (AA). Collins (2013) highlighted seven assessment emphases that take place in the development of authentic assessment:

- from responding to knowledge to constructing of knowledge
- from isolated skills to integrated activities
- from gathering of facts to application of knowledge
- from paper and pencil test to authentic assessment (contextualized problems)
- from end of term tests to sample of work (portfolio)
- from individual assessment to collaboration/project assessment
- from assessment that focuses on reproducing information to authentic assessment that measures understanding.

To sum it all up, the seven emphases above show that learning should be learner-paced, learner-oriented as well as assessment does not need to be terrifying and stressful for both assessor and learner (Hodgson & Pyle, 2010). This clear emphasis leads us to the discussion on AA that is the core of this current study.

#### **2.4.2 Assessment in PjBL approach**

When a teacher teaches in the classroom, what is taught has to be assessed to monitor learners' understanding. Similarly, when using project-based learning, various forms of assessment can be used to see its effectiveness and functions on student learning. Among the other aims of an assessment are to obtain a clearer picture of the learners progress in learning, to evaluate the activities conducted in the classroom as well as

to improve teaching and learning activities (Norazilawati Abdullah, Noraini Mohamed Noh, Rosnidar Mansor, Abdul Talib Mohamed Hashim, & Wong Kung Teck, 2015).

In this review, the researcher covered formative assessment and authentic assessment which is the core of the current research.

#### **2.4.2.1 Formative Assessment**

Boss and Kraus (2007) highlighted in their book that formative assessment is crucial in a project. With formative assessment, learners can place themselves in a milestone from where they are to where they are going. This allows them to reflect and proceed with their work.

Besides that, teachers can also have pop quizzes to check on learners' understanding and to chart learning (Ebner & Efron, 2012). This helps to get learners to be prepared all the time with content knowledge. Teachers can also make the pop quiz fun by including group quizzes to allow learners to mingle among themselves. Ebner and Efron (2012, p.44) also defined a quiz as:

“specific questions are asked, specific answers are required; the correct answers are predetermined, not affected by students' opinionating or reasoning; the exercise is conducted in a controlled, monitored framework (a classroom or an online quiz area), usually involving a short time-limit.”

Another form of formative assessment is feedback on learners' work (Ambrose et al., 2009). They reported that learners do not find feedback helpful because it is not

communicated to them properly. They suggested that various techniques can be used to communicate the feedback such as dialogue session with the teacher by the learner to communicate feedback on their progress as well as tasks performed.

As part of assessment for learning (A/L), learning intentions supposed to be clearly highlighted as a component of formative assessment. Hanover (2014, p. 12) listed six characteristics of effective learning intentions which are:

- i) teaching and learning activities are designed to provide students with opportunities to meet the learning intention
- ii) feedback is based on the learning intention and the success criteria
- iii) teacher questioning always keeps the learning intention in focus
- iv) the assessment task/activity matches the learning intention
- v) students self-assess in the light of the learning intention and success criteria, and
- vi) success criteria are directly related to learning intention.

These characteristics of A/L could be seen in the assessment activities done by excellent teachers in this study.

### **2.4.3 Authentic Assessment**

The debate and discussion over the issue of authentic assessment is always on the go. Be it in our very own context or abroad, scholars are continuing intellectual discourse on this pertinent matter (Archbald & Newmann, 1988; Wiggins, 1997; Bagnato, Elliott & Witt, 2007; Husnin, Din, Karim, Norman, & Hamdan, 2017). Scholars have defined authentic assessment based on the studies that they have

carried out. Among prominent scholars in authentic assessment are Archbald & Newmann (1988, p.1) who believed that:

“a valid assessment system provides information about the particular tasks on which students succeed or failed but more important it also presents tasks that are worthwhile, significant and meaningful.”

As such, Palm (2008) also added that a valid assessment can assignments which may be comparable to life beyond school will be challenged for learners to carry out and they might also be requested to present their findings to the audience other than their school audience in order to fit into the description of authentic assessment. This definition of Palm (2008) corresponds to that of Gore, Griffiths, Ladwig (2004) who added that an authentic assessment usually comprises of a single task that holds some significance to the real-world setting and evaluated within a curriculum in a formal way.

In addition to the definition given earlier, authentic assessment is also a move from the traditional way of assessing students' knowledge, skills and attitudes through tests and examination Mueller (2005) described authentic assessment as a form of assessment that requires students to perform real-world tasks that exhibit meaningful presentation of important knowledge and skills. This is also affirmed by Palm (2008) that authentic assessment makes students to construct knowledge. Students should be engaged in meaningful tasks, create relationships between pieces of fragmented knowledge to construct in-depth understanding about a topic while communicating with their friends.

Wiggins (1990) provided distinct differences between traditional assessment and authentic assessment. We can see clearly that both assessments differ in the aspects of knowledge processing skills, range of tasks, validity, reliability and types of items. Table 2.2 portrays the differences clearly.

Table 2.2

*Authentic assessment and traditional assessment*

<b>Traditional assessment</b>	<b>Authentic assessment</b>
Direct examination of student performance on worthy intellectual tasks	Relies on indirect or proxy items
Requires students to be effective performers with acquired knowledge	Reveals only whether students can recognise, recall or „plug in“ what was learned out of context
Present the student with a full array of tasks	Conventional tests are usually limited to pencil-and paper, one-answer questions
Attend to whether the student can craft polished, thorough and justifiable answers, performances or products	Conventional tests typically only ask the student to select or write correct responses - irrespective of Reasons
Achieves validity and reliability by emphasising and standardising the appropriate criteria for scoring varied products	Traditional testing standardises objective „items“ and the one „right“ answer for each



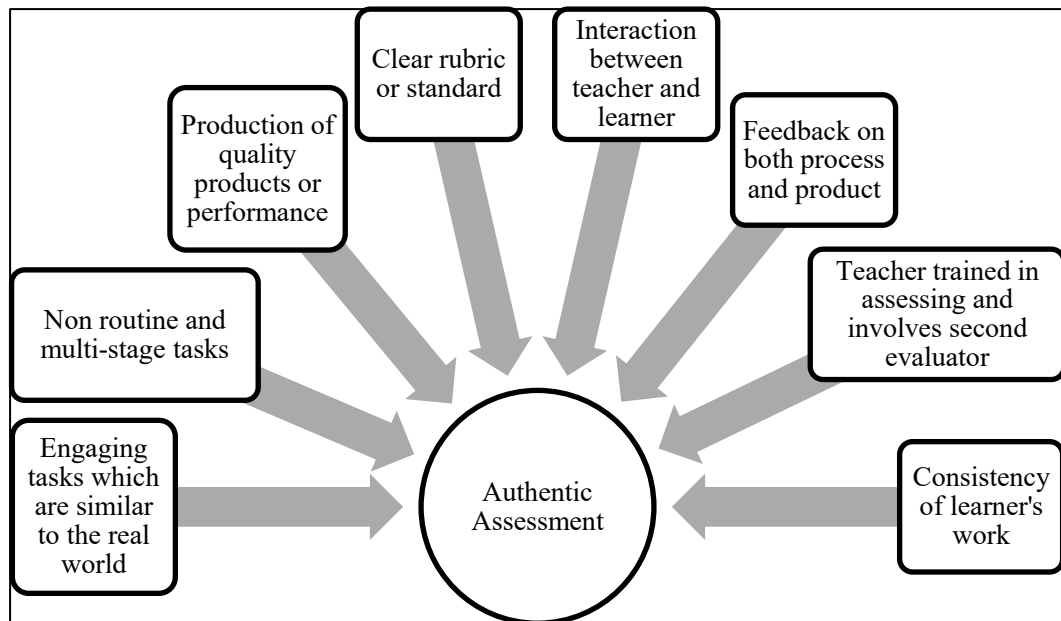
To delve more into authentic assessment, Wiggins (1993) defined and provided a clear description on what is referred to as authentic assessment as mapped out in Figure 2.7. Tasks that are assigned to the learner must be engaging, interesting, non-routine and a replica to the real world. In simple, after learning something, the learner should be able to demonstrate his understanding in a real-life context. The learners should be able to come up with a worthwhile product and that sums up what authentic assessment is all about.

Subsequently, the quality of the product is evaluated along with the process the learner goes through. The learners will acquire skills in the process of learning. In authentic assessment, interaction, feedback and rubrics play an integral part because that makes the assessment authentic or real. Educational Technology Division (2006) from the Ministry of Education defined that rubrics:

“...are authentic assessment tools designed to simulate real-life activity where students are engaged in solving real-life problems. It is particularly useful in assessing complex and subjective criteria.”

The use of rubrics is important when we use authentic assessment as it serves as a guide for us to assess learners.

We can also understand that when a learner is assessed with authentic assessment, it does not only focus on the learner himself, but it also plays a vital role on the teacher who is assessing him. If we study the description carefully with an eye for reflection, it says that the teacher has to be trained or in other words, possess skills that are needed to use authentic assessment correctly in assessing the learner.



*Figure 2.7. Description of authentic assessment by Wiggins (1993)*

In addition to Wiggins (1998), the characteristics of authentic assessments as suggested by Darling-Hammond (2000) describes more on the: a) sampling of actual knowledge, skills, and dispositions of teachers in teaching and learning contexts, b) collecting multiple sources of evidence and relying on them over time and in diverse contexts; and c) evaluating using codified professional standards which Wiggins (1998) mentioned as clear rubric or standard. These characteristics also match the claims by Newmann, King, and Carmichael (2007) who believed that authentic assessment should be able to give meaning to learning beyond the school context. This will be looked at and studied during the present case study analysis on how authentic assessment in this study will be a replica to the real world context.

## **2.5 Project-based learning (PjBL)**

The Director General of Education, Tan Sri Dr Khair Mohamad Yusof in his officiating speech in a conference in November 2016 elucidated on the 21<sup>st</sup> century

learning. He highlighted that 21<sup>st</sup> century learning is not only about the use of gadgets, tool and latest ICT software in the classroom. It actually relates to the method of teaching and learning which is student-centred. It means that teachers place importance in promoting higher order thinking skills among their learners.

Before we explore the definition and characteristics of project-based learning, let's look at how a project and PjBL differ. Mayer (2012) listed the differences in Table 2.3. The list shows the differences of a project and project-based learning in terms of its functions, duration, assessment and authenticity.

Table 2.3

*Differences between a project and project-based learning*

<b>Projects</b>	<b>Project-based learning</b>
Can be done at home without teacher guidance or team collaboration.	Requires teacher guidance and team collaboration.
The teacher work occurs mainly after the project is complete.	The teacher work occurs mainly before the project starts.
The students do not have many opportunities to make choices at any point in the project.	The students make most of the choices during the project within the pre-approved guidelines.
Are graded based on teacher perceptions that may or may not be explicitly shared with students, like neatness.	Is graded based on a clearly defined rubric made or modified specifically for the project.

Table 2.3 (continued)

Cannot be used in the real world to solve real problems.	Could provide solutions in the real world to real problems
Are not particularly relevant to students' lives.	Is relevant to students' lives or future lives.
Do not resemble work done in the real world.	Is just like or closely resembles work done in the real world.
Are sometimes based around a tool for the sake of the tool rather than of an authentic question.	Use technology, tools, and practices of the real world work environment purposefully.
Happen after the „real“ learning has already occurred and are just the „dessert“.	Is how students do the real learning.
Are turned in.	Is presented to a public audience encompassing people from outside the classroom.

PjBL is a student-centred teaching and learning approach that focuses on learners being engaged in an experimental investigation that is authentic which requires them to produce and present findings of a topic assigned by the teacher at the end of the

project (Ozdemir, 2006; Blumenfeld et al.,1991). A great scholar in classroom assessment, Wiggins (1993, p.229) defines PjBL activities as

“engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”

From the definition above, it is crucial that teachers prepare engaging activities for the learners to be able to apply their knowledge productively.

Commenting on the tasks, in addition to the definition given earlier, Thomas (2000) highlighted that one of the defining features in PjBL is authentic assessment.

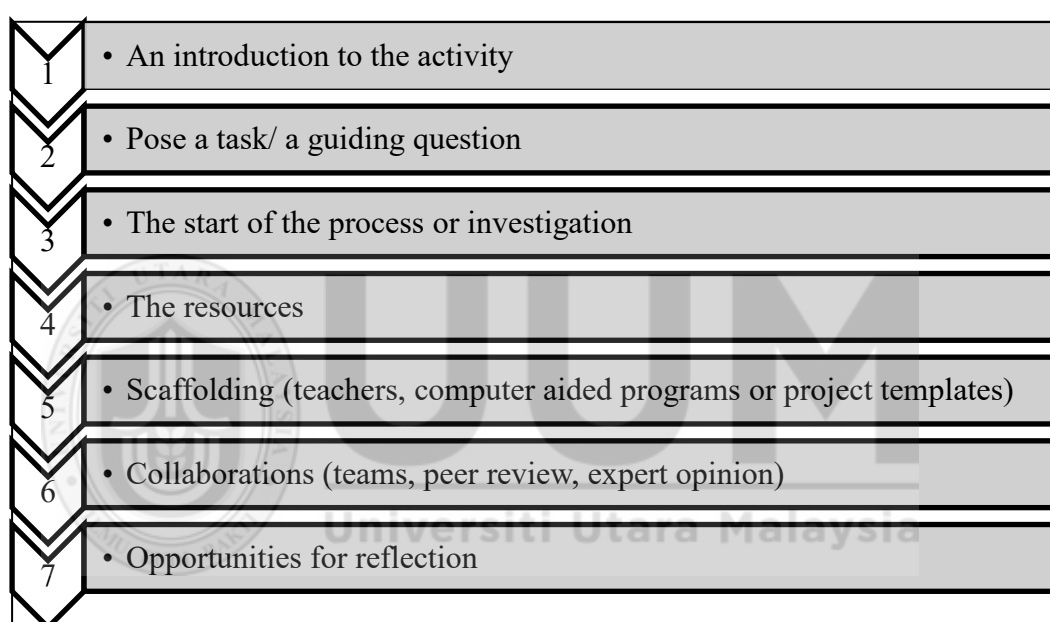
In the review of project-based learning, Thomas (2000) distinguished the key features as below:

- a) Projects should focus on the content that is core of the curriculum.
- b) Projects should have driving questions that engages learners and nurture problem solving skills.
- c) Learners should be able to identify problems, develop and design solutions, and create an end product such as a presentation from the projects.
- d) It should be a student-centred work where teachers serve as facilitators.
- e) The projects should be in authentic context rather than on academic exercises.

It should require the learners to come up with authentic solutions.

Here, Thomas put emphasis on the questions that the learners must be able to ask among themselves in the group and those questions engage them in the discussion to solve the problem that they are tasked with. These features are similar to the

characteristics of authentic assessment by Darling-Hammond and Snyder (2000) with the focus is placed on being as authentic as possible. It is safe to say that project-based learning moves in tandem with authentic assessment. In addition to what Thomas (2000) and Darling-Hammond and Snyder (2000) had elaborated, project-based learning can be carried out by adhering to these features as prescribed by Grant (2002) in Figure 2.8.

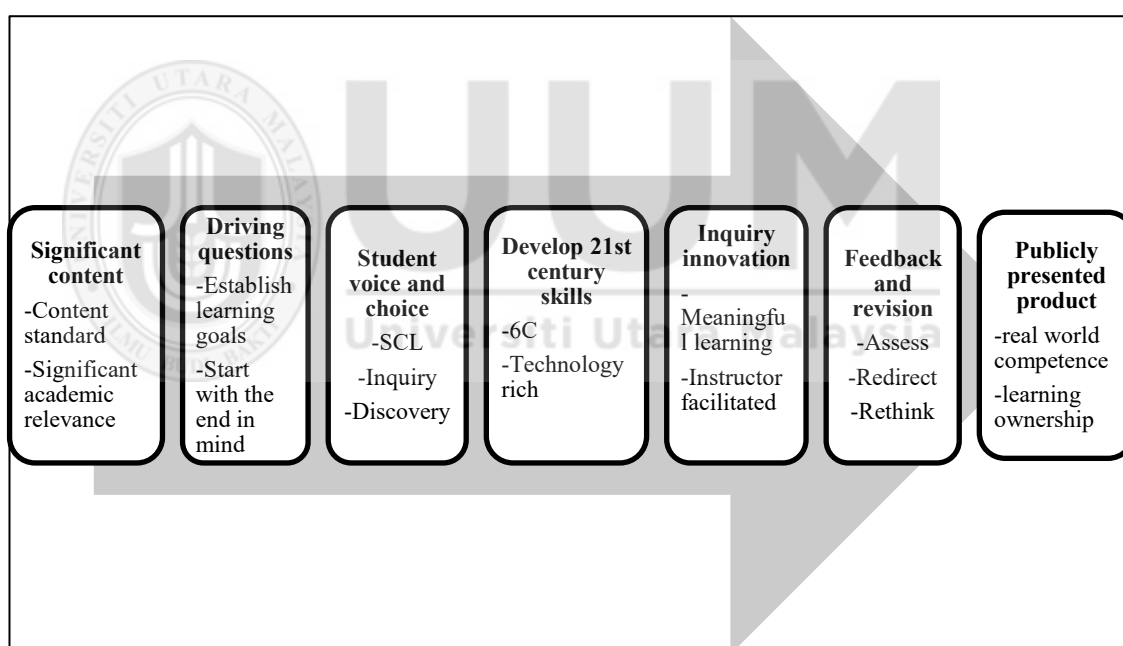


*Figure 2.8. Features of project-based learning*

The features given above can serve as a guideline to carry out PjBL in the classroom. It gives a perfect outline for teachers to adapt and adopt PjBL in their respective classes. The step-by step guide in implementing PjBL helps teachers to design activities that match their learners' needs accordingly. The features suggest that teachers start by introducing the activity to the learners and it can be followed by posing the problem or guiding question to them to think.

Next, teachers should encourage the learners to adopt an investigation in the form of searching online, interviewing or observing the issue. Teachers can suggest platform or resources that the learners can go to. A lot of peer interaction is also needed which is similar to the model suggested by Thomas.

On the other hand, Lynch (2018) also provided a detailed process of project-based learning that can be applied in the classroom by adding 21<sup>st</sup> century skills and innovation which were not evident in previous models. Figure 2.9 explains the process involved in PjBL by Lynch (2018).



*Figure 2.9. Process of PjBL*

One of the methods to promote higher order thinking skills among learners is through collaborative activities like PjBL. Kementerian Pendidikan Malaysia (2017) released a 21<sup>st</sup> century learning kit for teachers to use in the school. In the kit, the ministry illustrated how PjBL can be carried out in schools generally. There are generally six

elements that are suggested by the ministry which are: a) building the driving question, b) empowering learners' voice in deciding the topic, c) injecting 21<sup>st</sup> century skills, d) encouraging inquiry and innovation, e) requiring feedback from the teacher and improving the product, and f) presenting the final work.

In this study, the researcher looked at how the teachers used this model by the Ministry of Education.

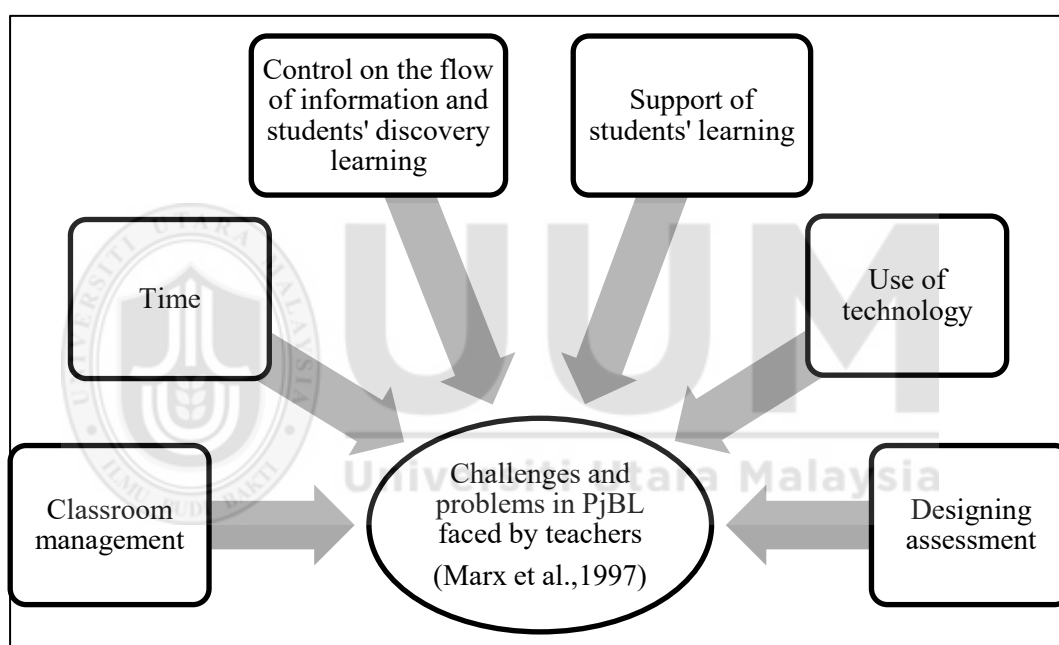
### **2.5.1 Challenges in PjBL approach**

Standardized testing is a common scenario in Malaysia (Noor Zakaria, Arshad Abd. Samad & Zoharah, 2013). In any situation, results from standardized test are referred and aspired for. The biggest challenge in implementing PjBL in Malaysian schools which is to make parents, learners and teachers understand learning is beyond test score is a huge task (Madaus, 1988). Specifically, pertinent focus is put on national examinations which are *Ujian Pencapaian Sekolah Rendah* (UPSR), *Pentaksiran Tingkatan 3* (PT3) and *Sijil Pelajaran Malaysia* (SPM).

Marx, Blumenfeld, Krajcik and Soloway (2017) synthesized six problems faced by teachers in using PjBL in classroom. They elaborated that teachers find classroom management an issue because in using PjBL, learners should be able to work on their own and simultaneously, they have to adhere to the rules of the classroom. This can be a handful if the class is large. Next, time is envious of the teacher and also the learners. Proper time management is essential in carrying out PjBL. Teachers also find it difficult to move away from the idea of „spoonfeeding“ whereby they are



worried that they may or may not provide information to the learners. Supporting students learning can also be a challenge on the teacher's side because they are concerned with the learning that takes place and are worried if they are providing too much or too little attention. There are some teachers who face hitches in integrating technology in the classroom. Finally, teachers also voiced out that they have difficulties in designing assessment that fits to demonstrate learner's learning and understanding. Figure 2.10 summarized the problems in using PjBL in the classroom:



*Figure 2.10.* Challenges and problems in project-based learning faced by teachers

## 2.6 Common European Framework of References (CEFR)

In tandem with the Malaysian Education Blueprint 2013-2025, the launch of the English Language Education Roadmap for Malaysia (2015-2025) sees the adoption of CEFR as a more comprehensive approach of assessment which is a framework for outlining levels of proficiency for assessment purposes that is aligned to international standards (Hazita, 2016). The CEFR is a common reference for describing the

language learning, teaching and assessment. There are six levels of progression (A1, A2, B1, B2, C1 and C2) which is from beginner's level up to advanced proficiency stage. The document prescribes various scales and stages on the use of the English Language with an eye for practical skills and communicative ability (Read, 2014). The CEFR rubrics suggest the following criteria to be observed for each levels of progression on the learners to be able to fit into the levels if they:



A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of

specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Since using rubrics to assess projects is rather a new concept and a little difficult in Malaysia (Maimunah, 2014), the positive outcome of it is enticing (Andrade, 2005). There are many types of rubrics that can be used in aiding the assessor to carry out assessment. With regard to this study, the researcher used CEFR which has been adopted by the Ministry of Education.

With the use of CEFR in English language curriculum, it is believed that it brings about innovation in teaching of English (Lowie, Haines, & Jansma, 2010). When PjBL is incorporated in the teaching of English and aligned with CEFR, more innovations can be anticipated. Besides, teachers can design classroom activities to match CEFR rubrics (North, 2014) to come with innovations in the classroom.

The descriptors in the document prescribe clearly on how to assess learners when they perform their PjBL activities.

## **2.7 Malaysia Education Blueprint (2013-2025)**

Another document that is very relevant to the context of this study is the Malaysia Education Blueprint which was launched to map the current statuses and situations of the education from preschool level towering up to the post-secondary level.

The document prescribes schools to have autonomy in conducting a more open curriculum policy and school-based assessments and learning evaluations will slowly substitute the current policies which are more towards teaching to the test (Hussein, 2014). The blueprint also suggests that teachers adopt 21<sup>st</sup> century teaching method that puts learners at the centre of learning by incorporating PjBL as part of learning activities (Shan, Melor, & Maslawati, 2016).

The blueprint highlights on developing and applying 21<sup>st</sup> century curriculum and assessment in its wave of changes. The introduction and implementation of school based assessment started the swing of change. In wave 1, the education ministry aimed at improving the current curriculum and preparing for structural change. The

changes involved three areas of curriculum which are written, taught and examined curriculum meanwhile waves 2 and 3 will witness the rolling out of new and revised curricula which has taken place since the year 2016 (Ministry of Education Malaysia, 2013).

In the area of assessment of the English language in primary school, the blueprint suggested the use of CEFR as a framework to benchmark and aligns all teaching and learning activities.

## **2.8 Empirical Studies on authentic assessment**

In a local study by Husnin et al. (2017), trainee teachers who adopted authentic assessment felt that it provided the opportunity for collaboration among themselves in learning through storyboard activity. This is also supported by Milnes and Cheng (2008) who worked with teachers in ESL classes pertaining to assessing writing skills of their students and they agreed that collaboration eases the teachers' work. On the other hand, Chou (2014) used self-assessment in teaching children vocabulary by using various methods such as songs, games and stories. He reported in his research that self-assessment (which is a variation of authentic assessment) increased children's vocabulary test results compared to those who did not use self-assessment and fun learning.

A qualitative study with teachers in vocational colleges was carried out in 2014. Azmanirah, Nurfirdawati, Marina and Jamil (2014) explained that the teachers were not provided with a standard practice as a guide in implementing authentic

assessment which resulted in them being incompetent to assess the students in authentic measures. In this current study, the researcher prepared a set of guidelines for the primary school teachers to use as a basis for them in implementing authentic assessment in their classroom.

As much as learner's views are concerned, Gao and Grisham-Brown (2011) found out that authentic assessment proved to yield natural response from young learners. Their quantitative study with pre-schoolers also showed that authentic assessment is easy to be carried out with children. Beane (2016) in her research found two imperative findings, which are community and engagement that helped her students through the project-based learning which she implemented in her school. While doing the project, she reported that the students felt welcome in the community and got engaged in their learning experiences. The findings were remarkable through her research because she reported that initially the students from the school that she worked with were dropping out and had fallen behind graduation requirements. Her instruments are used in the current study by the researcher.

In relation to the teaching of writing skills for young learners, (Muhammad Noor and Nurahimah (2016) shared their experiences of using authentic assessment with a group of eleven year olds from a rural area in Sabah. The children were assessed using a writing checklist as opposed to usual analytical marking. They were assigned with pair writing activities, journal entries and picture description. The writing checklist functioned as an authentic assessment tool in the classroom which showed constant gradual improvement in writing among the children.

In addition to using checklist, Poindexter, Hagler, and Lindell (2015) suggested that discussion, feedback and collaboration makes the process of authentic assessment authentic. They elaborated that teachers should learn the techniques in giving feedback as well as learners must learn how to receive constructive feedback which is an important skill for improving performance.

Self-assessment is also seen as a vital characteristic in authentic assessment (Wiggins, 1993). This is because learners will be given feedback and later the feedback will be used as self-monitoring for the learner to improve on their learning. However, research also showed that giving feedback to children maybe sensitive for them (Dan, 2002). Thus, teachers have to be careful and allocate time for individuals to give feedback rather than sharing the feedback with the whole class.

More recent researches agree with self-assessment by also including peer assessment to strengthen self-assessment (Brereton & Dunne, 2016; McGarrigle, 2013). Research by Brereton and Dunne (2016) with clinical students revealed that even though the participants enjoyed learning to give feedback to their friends while improving on their communication skills, they were also reluctant with peer assessment at initial stage because they found it difficult to assess others besides opting for group peer feedback rather than individual peer feedback. This is an interesting finding which was also applied in the current study because the researcher saw the young learners working in groups (Bucholz & Sheffler, 2009) and they looked excited and involved in the lessons.



Laur (2013) suggested some useful tools to be used in authentic assessment which she also referred as formative assessment: a) daily journal entries, b) spiderweb discussion, c) fishbowl discussion, d) socratic seminar, e) recorded discussions (audio or online), f) individual meetings, and g) team meetings. She also provided a sample of rubric to be used to assess learners' journal entries as to evaluate their language performance. The suggestion given by Laur (2013) is incorporated in the present study by the excellent teachers in their project-based learning activities as an authentic learning experience.

## **2.9 Empirical Studies on project-based learning**

Fun learning is a key component in PjBL. Sumarni (2015) asserted that her learners were ecstatic in the class when PjBL was carried out. They were happy and active during the brainstorming session. In a similar research by Mansor et.al (2013), the research participants confirmed that their learners enjoyed the lessons, became more confident, more proactive, and most importantly their attitude towards learning has changed.

Lenz et al. (2015) concluded six themes from their research on using PjBL in their classes with secondary school students and one of the major themes was learning can and should be fun. From the studies above, it can be generalized that PjBL approach brings fun element into the classroom which should be core to the learning that takes place.

Learners will also gradually acquire 21st century skills with the use of project-based learning in the classroom (Harrigan, 2014). This is evident in a much earlier research by Mergendoller and Thomas (2005) who interviewed 12 excellent teachers who assured that learners are able to collaborate with one another in materializing the projects that were assigned to them. Genc (2015) shared that cooperation was high among his 39 learners in an environmental project that he carried out in his class. The cooperation they learnt in return made them environmentally sensitive, produce creative ideas to reduce environmental problems which were observable through the project that they carried out.

In relation to teacher's support from the administration, it is evident that with much support from the school, Lam (2014) concluded that teachers were highly motivated to practise project-based learning as a learning method in the classroom. A case study done in the U.S. proved that team teaching also plays an integral role in making project-based learning a worthwhile approach in the classroom (Grant, 2014).

Doppelt (2003) conducted a mixed-method field research project with 10<sup>th</sup> to 12<sup>th</sup> graders. The result was surprisingly exciting because by using project-based learning in the classroom, it helped in improving low-achieving students' motivation.

Learners will be able to learn, collaborate and prepare for future undertakings (Beane, 2016). This allows the learners to pick up communication skills in a real-world setting through project-based learning. In addition to that, by participating in

project-based learning, learners will have fun in learning, increase their motivation, have higher confidence and able to solve problem with teamwork (Aiedah & Lee, 2012; Harris Helm & Katz, 2011; Hong, Yu, & Chen, 2011; Rahman, Yasin, & Yassin, 2012). Variations of activities in project-based learning ranging from designing the task to presenting it provide the learners with ample of opportunities to explore skills while mingling in a rich social context.

Through project-based learning, the learners will have an opportunity to explore their ideas with little help from the teacher (Y. Li, 2012). Questioning technique and student-centred approach can be part of project-based learning in enhancing learning among young learners. On the other hand, teachers find project-based learning as a tool to move from traditional setting of the classroom where teacher talks a lot to student-centred learning (Aiedah & Lee, 2012).

Besides exploring ideas, learners also become „teachers“ when PjBL is used in the classroom. Empowerment of learners happens due to the nature of task which requires group work, collaboration and cooperation. Pérez, García, Muñoz, Alonso, and Puche (2010) revealed that in their PjBL activity, each learner in a group of four became an expert in some basic concepts and they had to teach other members. The survey at the end of the research proved that they were positive about the help they received from their peers in the form of explanation and detailing of some vague concepts.

PjBL also prepares the learners for the world of work. This is evident from the research by Lathram, Lenz, and Ark (2016) who mentioned that teachers in their study highlighted that their learners aspire to be a representative to United Nations to offer help to solve matters in Gaza, Palestine. This brave thought came from learners who were exposed with discussion of world issues and were involved in communicating with people from outside the classroom for an open discussion.

As a conclusion, the researcher provided a table to highlight the issues, problems and related gaps in research that were identified for the use of the current study.

Table 2.4

*A summary of issues, problems and studies*

No.	Issue	Problem	Studies
1	PjBL with young learners	Lack of views from young learners (Lie & Azman, 2012)	Malakolunthu & Hoon (2010) ; Othman & Mohamad, (2014)
2	The use of authentic assessment	Lack of emphasis on using authentic assessment (Herppich et al., 2018)	Amzat (2017); Hoque, Zabidi & Zohora (2012); Yunus (2017)
3	Teacher-centred learning	Inactive and too dependent on the teacher (Cey, 2001; Musa et al., 2012)	Ren, Zhou, Liu, Wang, & Yin (2017)
4	Variations of assessment	Lack of knowledge (Mok et al., 2016)	Veloo, Ramli & Khalid (2018); Cheng, Rogers & Hu (2004)
5	Guidelines to use authentic assessment	Not stipulated in the syllabus (Kementerian Pelajaran Malaysia, 2003)	Dubetz (2014); Lam, (2014); Lopera (2015)

## **2.10 Summary**

In this chapter, the researcher has provided literature that supports the research needs by covering information pertaining to the theory, concepts and empirical studies.

The next chapter will discuss on the research design, context of the study, methodology which will be embarked and the phases in data collection as well as the issue of trustworthiness and data analysis techniques.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter encompasses methodology that was adopted and used by the researcher. The methodology covers rationale for a qualitative approach, sampling procedures, data collection methods, validity and reliability issues and the pilot study as well as how the data were analysed to achieve the objectives of the research as well as to answer the stipulated research questions.

#### **3.2 Research Design**

Both quantitative and qualitative approaches have its benefits and advantages. This study adopted a qualitative approach because it sought to explore and understand the issue being discussed and did not give single answer for the problem (Braun & Clarke, 2013). Quantitative design would not be suitable for this study based on these reasons which were stated by Creswell (2008) because this study: a) did not collect quantifiable data, (b) did not adopt statistical analysis which compared differences or relates variables and c) needed a set of data from multiple sources like interview and observation which could not be reaped from a quantitative design.

Furthermore, in collecting data for the present study, the researcher made frequent field trips and school visits to obtain clearer picture of the process of authentic assessment that was used in the classroom. As qualitative research itself is

interpretive, it depends highly on the elucidation by the researcher (Stake, 2010). Since this study intended to gain insights of the issue rather than examining hypothesis (Gay, Mills, & Airasian, 2012), it did not adopt a quantitative approach. In addition to that, the study had „how“ and „why“ questions (Yin, 2014) and based on the rationale and justification that are established above, the best design to understand the process and the issue discussed would be through a case study.

Creswell (2008) stated that a research design is the procedure, in which a researcher uses to collect, analyse, interpret and report a research quantitatively or qualitatively. The focus of this study was to explore how authentic assessment was being used in project-based learning by excellent teachers in English Language classrooms with Year 5 children. A qualitative design was adopted because the research questions in this study strived for views and explored classroom activities through series of observations and interviews.

### **3.2.1 Case Study**

According to a prominent researcher, Yin (2014, p.23), a case study research method is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” While Stake (2010) acknowledged “case” as an object of a research and Merriam (2009) believed it to be a method of inquiry, Creswell, 2008 (p. 476) on the other hand defined it as “an in-

depth exploration of a bounded system (e.g. an activity, event, process or individuals) which is based on extensive data collection.”

Yin’s definition was suggested and used by many researchers (Robert, 1995; Neuman, 1997; Creswell, 2008; Merriam, 2009) especially in the field of education. For the purpose of this study, the researcher also adopted Yin’s definition by establishing the phenomenon and context. The phenomenon in this study was the use of authentic assessment meanwhile the context of the study can be referred to the English Language classes of the excellent teachers.

Yin further added that there are two types of case study designs: single case design and multiple case design. Single case design is referred to having a single unit of analysis or embedded unit of analysis within the same context of study. Meanwhile, multiple case design involves the study of multiple cases with different context. As for this study, the researcher used a holistic single case design and the unit of analysis was the process of using authentic assessment by the excellent teachers in their English Language classrooms.

The rationales for adopting this design as elaborated by Yin (2014) are: a) because it is a critical case, b) the case is revelatory. In the former case, authentic assessment was an issue being discussed greatly and in Malaysian context, it was a new issue. With the implementation of CEFR as an assessment framework, this study would be worthwhile. Meanwhile, in the latter case, the researcher looked at how the excellent teachers implemented authentic assessment in project-based learning. As pointed out



in the literature review, to date, there has been a lack in studies on authentic assessment being used by excellent teachers in Malaysian English language primary school classrooms.

In addition to the rationale above, Merriam (2009) justified that when a case study was chosen, the primary focus that distinguishes the study from others is the unit of analysis which is not prevalent in other study. As such, this present study looked at the process of authentic assessment used by excellent teachers which is the unit of analysis.

Finally, to highlight the challenges of being overwhelmed with data, Yin, (2014, p.162) cautioned novice investigators to begin with a “with a simple and straightforward case study” because novice researchers like the author of this study were likely to find analysis “the most difficult stage of doing case studies”. Therefore, the researcher was persistent in using the single case design.

### **3.2.2 Context of the study**

This component elaborates on the role of the researcher, the locations of the study and the research participants. Here, the role of the researcher as a participant observer in this study is established by providing evidence of his capabilities in doing fully qualitative data collection and also his rapport with the participants.

### **3.2.2.1 Location of the study**

The location chosen for this study were six schools where the excellent teachers were teaching. There were only seven excellent English Language teachers in the northern state where the researcher embarked on the study with. Six of them and their Year 5 young learners were the research participants and one was the pilot study participant as she was out for maternity leave when the researcher was going for data collection rounds.

These schools were located throughout the state and were easily accessible by the researcher. The excellent teachers were also easy to be communicated with telephone. The schools were also chosen based on the researcher's preliminary visits that prove that these schools adopted student-centred learning and project-based learning based on the awards they received from a number of activities they participated in via their excellent teachers.

The list of schools with excellent teachers was also given by the English language officer in the state education department. The researcher sought the officer's advice before pursuing with his data collection.

### **3.2.2.2 The research participants**

#### **3.2.2.2.1 Teachers**

All six of them were female teachers who held degrees in Teaching English as a Second Language (TESL) with teaching experiences of more than 8 years. Strict yet

fun and always portraying an amiable smile could be the description for these teachers. They were qualified and certified excellent teachers who received awards for their outstanding performance from their respective schools as well as state and national levels. The list of names involving seven female teachers was given by the state education office since there are only seven of them in the state teaching English for Young Learners. One of them was the pilot study participant as she was going on maternity leave when the researcher was going for the data collection rounds. They were also master trainers for a myriad of programs as well as UPSR English Camp facilitators who were dedicated in their job and were high-spirited individuals who strived for excellence. Working with them for various activities promised the researcher that these teachers would cooperate to the hilt and make this case study a success. Their method and styles of teaching were commendable and all the seven of them have won various awards and prizes in competition making them famous in their respective districts for always lending a helping hand to novice as well as experienced teachers.

#### **3.2.2.2.2 Year 5 young learners**

The pupils for the Year 5 classes taught by the excellent teachers were also the participants of this study. The rationale for the selection was that these teachers had been doing project-based learning with their Year 5 classes as part of their excellent-teacher activities and they had participated in various innovative classroom practices competitions at district and state levels respectively. This helped the researcher to gain more insights on the use of authentic assessment in their classrooms. The young learners in this study were divided into six groups. In each group, there were five to

six members. All the group leaders were the interview participants in this study. A total of 33 children participated in the group interviews which were carried out individually. The selection of interview participants was done by the teachers themselves to avoid researcher's bias. Table 3.1 shows the number of groups in each teacher's class.

Table 3.1

*Number of groups in each excellent teacher's class*

Teachers	Number of groups	Number of participants in the group
Yana	5	5
Rina	6	5
Mages	6	5
Siti	6	5
Anis	5	6
Susan	5	6

### 3.3 Background of the researcher

The researcher was previously a primary school teacher who had been teaching the English Language for the past eleven years. He graduated with a Bachelor of Education (TEYL) and pursued his studies further and obtained Master in Education (Curriculum and Instruction). The researcher had experiences teaching English Language in a remote area in Sabah as well as urban area in Pulau Pinang. He was one of the module writers for the English Language modules for Primary School Achievement Test (UPSR), a facilitator for English Camps organised at state level,

an examiner for English papers at the state level as well had experiences conducting seminars and workshops for children and adults. He has also authored and co-authored activity books for primary school learners focusing in the English language. He has had ample opportunities and avenues to work with children since he was a primary school teacher before he went on the study leave to pursue his PhD.

The researcher was also one of the master trainers at the national level for Year 5 English Language Primary School Standard Curriculum (KSSR). From this experience, the researcher attained the information that project-based learning was encouraged to be carried out with children in schools. Through these opportunities, the researcher had met and mingled with many educators from an array of backgrounds and teaching experiences. This allowed the researcher to keep in touch with excellent teachers in the area of where he was working. He had opportunities to visit their classes and co-taught lessons with them in many programs organised by the state education department. This was an added advantage the researcher possessed which was a plus point for him to work with the research participants for this study.

As much as garnering qualitative data was concerned, the researcher has had experience working on his Masters project which was a fully qualitative study that paved the platform for him to interview children and teachers. He has also read textbooks on interviewing and collecting qualitative data which garnished him with the knowledge.

The researcher was motivated to do a research on authentic assessment as he saw fragmented idea and practices of assessment and learning which was happening in his school. Even though he received formal training from the teacher training college, he realized that when it came to practice, the scenario made a 360 degree turn. As a result, it frustrated the researcher and he decided to start a research which would provide an understanding for himself and also his colleagues.

The list of accolades on performing excellently in his English lessons proved the researcher's ability to identify themes and subthemes for this study. He was also an amiable learner who approaches various parties to get the themes checked and approved for the use of this research.

Finally, the researcher hoped that the guidelines produced from this study can be considered as a guidebook for primary school teachers to embed authentic assessment in their PjBL activities in classroom.

### **3.4 Sampling**

The participants in this study comprised of excellent teachers and their pupils in Year 5 English Language classrooms. Non-probability sampling was adopted in this study. The researcher intended to use purposeful sampling (Creswell, 2008) because he intentionally chose and selected the teachers as the participants of the study to acquire better understanding of the phenomenon. Creswell also reminded that if a researcher chooses purposeful sampling, he has to defend the sampling strategy that he wants to use. There are nine sampling strategy in purposeful sampling that Creswell has identified and elaborated, namely : a) maximal variation, b) extreme

case, c) typical, d) theory or concept, e) homogeneous, f) critical, g) opportunistic, h) snowball and i) confirming/disconfirming sampling. In this study, the researcher used homogenous purposive sampling because the excellent teachers had defining characteristics. The participants were all excellent teachers and had vast experience of eight years or more in doing project-based learning in the classroom. Furthermore, the researcher got their permissions beforehand to involve them as participants in this study.

Since the study utilized and analysed data from semi-structured in-depth interview with the excellent teachers (Ritchie & Lewis, 2003) as well as focus group interviews (Creswell, 2008) with the group leaders of the groups from the classes of the excellent teachers, the participants need not be from large numbers as pointed out by Ritchie and Lewis.

The rationale for the study on the use of authentic assessment in project based learning was suggested by *Lembaga Peperiksaan Malaysia* (2012) in the guidelines for school based assessment. Owing to that, it was timely to look at how excellent teachers used authentic assessment in their teaching in the classroom.

### **3.5 Data collection procedures**

In this study, data collection strategy employed were observations, interviews and document analysis. Lincoln and Guba (1985, p.240) described interviews, observations, unobtrusive measures, document and record analyses and nonverbal

cues as techniques in collecting data for a qualitative research. The authors even suggested that:

“It is likely that the very first contacts with a site will involve interviewing; typically not enough will be known in advance to schedule observations, identify most useful documentary sources and so on. And not enough will be known to formulate a structured interview protocol.”

The researcher believed that by having a few data collection strategies would increase the validity of the data. These three methods of data collection were embraced to yield the best findings that could answer the research questions posed earlier. By maximizing the use of methods, the researcher anticipated to increase the triangulation process.

### **3.5.1 Ethical considerations in data collection procedures**

Creswell (2008) emphasised that ethical issues and guidelines should be adhered to and well taken care of by a researcher when conducting the data collection. He listed a few guidelines prior to data collection which are: a) informing research participants about the objective of the study, b) avoiding dishonest practices, c) enlightening participants about the information about research, d) abiding by the rules and regulations of the sites, e) establishing mutuality, f) conforming to ethical interview protocols and practices, g) retaining privacy and h) cooperating with the participants. Merriam (2009) also added that the researcher himself must be trustworthy in carrying out the research as ethically as possible.

This research was done in six schools in a northern state of Malaysia. Due to that, after this proposal was approved by the panel of experts in proposal defence session,



the researcher wrote in to the Educational Planning and Research Division (EPRD) in Putrajaya, Malaysia seeking written permission to conduct the study in the school premises. Henceforth, the researcher also wrote in to the state education department seeking permission to enter schools in the districts by mentioning the participants who would be involved in the study. Stake (2010) reminded that researchers should abide by strong review procedures that are set by human-subjects review board which in our local context would be EPRD.

After the approval was granted by the state education department, the researcher proceeded to district education department for them to suggest the excellent teachers who would be the participants in this study. Upon receiving the list, the researcher made appointments with the participants and their respective headmasters for an initial visit to elaborate and explicate the objectives of the study, the process, the classes involved for the study as well as the methods of data collection. A thorough explanation was anticipated and reciprocated understanding was expected to avoid future confusions. The researcher strived to establish a respectful and mutual relationship with the school, teachers and young learners for the success of the study and also a network after the completion of the research. Table 3.2 shows the organization of data collection methods along with the requirement from the research questions.

Table 3.2

*Organization of data collection method*

Research Questions	Method	Analysis
1. How do young learners view project-based learning and classroom assessment?	Focus group open-ended group interview	Thematic analysis
2. How do excellent teachers view classroom assessment?	In-depth semi-structured interview	Thematic analysis
3. Why are teachers using project-based learning in English lessons?	Participant observation Video recording In-depth semi-structured interview	Thematic analysis
4. What are the variations of authentic assessment in assessing project-based learning in English Language lessons?	Participant observation In-depth semi-structured interview Field notes (document) SBA documents CEFR documents	Thematic analysis
5. How can the elements in the guidelines in using authentic assessment help to assist the teachers in using project-based learning and assessing it in their classroom?	In-depth semi-structured interview	Thematic analysis

To avoid bias and frightening experiences among participants, the researcher communicated with the participants clearly that this study was not intended to judge their teaching practices nor to condemn their teaching styles. It was a case study aiming to look at the process of authentic assessment used in project-based learning. As to cater for that purpose, the researcher informed the participants that discussion, comments and critique of the researcher's work was always welcomed for the study

to yield the best results. A copy of the interview protocols, observation checklist and interview transcription was given to the teachers to make them feel as a part of the research process.

As a measure to maintain confidentiality of the research participants, a consent form was distributed along with the researcher's assurance that their real names and location would not be revealed. Participants were allowed to stop the researcher from doing data collection at any part of the study that they find intimidating or sensitive.

### **3.5.2 Phases in data collection**

There were four phases in the data collection process whereby the researcher intended to interview the children first before proceeding with studying the documents, classroom observations and interviews with the excellent teachers. The rationale for starting the data collection with the interview with the children was to get the young learners' perspective on project-based learning and what they thought about classroom assessment. Then, it was followed by studying the needed document to update the researcher on his knowledge about documents pertaining to assessment in the classroom. Subsequently, the researcher carried on with classroom observation where recording of the lesson was done.

The researcher expected to carry out the data collection in phases as in Figure 3.1 based on these rationales:

a) to start with interviewing the young learners to know what they thought and felt about project-based learning and the current assessment methods that were done with them. This gave the researcher some insights in suggesting the guidelines in using authentic assessment (embedded with young learners' views) in project-based learning as the contribution for the body of knowledge from the current study.

b) the researcher looked at the relevant documents, namely the syllabus or *Dokumen Standard Kurikulum dan Prestasi* (DSKP), English language roadmap and also the Malaysia education blueprint.

c) classroom observation was done after the researcher studied the documents so that he could better understand the practices done in the classroom and also it opened up more issues and topics for discussion with the teachers.

d) finally, the researcher interviewed the teachers for their views and ideas on using PjBL and authentic assessment in the classroom with reference to the observation made in the class.

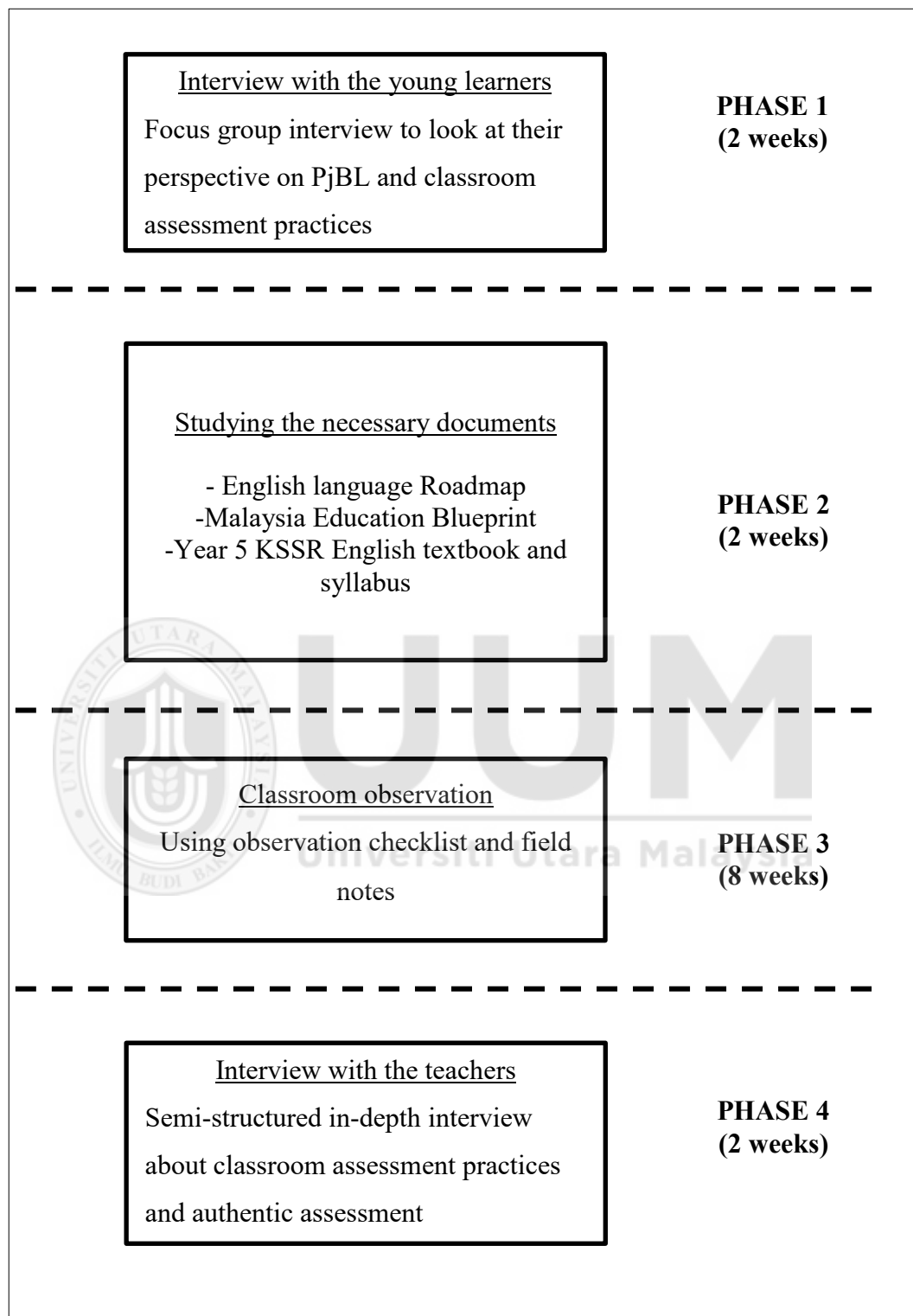


Figure 3.1. Phases in data collection

### 3.5.3 Collection of document

Yin (2014) suggested that documents from the location of the study are the most relevant source. Adding to that, Merriam (2009) reminded that sourcing out for relevant materials or documents should be the first step in data collection. Having that in mind, the researcher sourced out for these documents for the purpose of the case study.

#### 3.5.3.1 Syllabus

Year 5 English Language syllabus was a fruitful document to study before entering the class for observation because it gave some highlight on what to look at based on the requirements in the syllabus. The syllabus has 15 Units that need to be covered within the academic year. It consists of description on the skills to be taught in a modular approach which comprises four main skills and two additional skills as detailed in Figure 3.2.

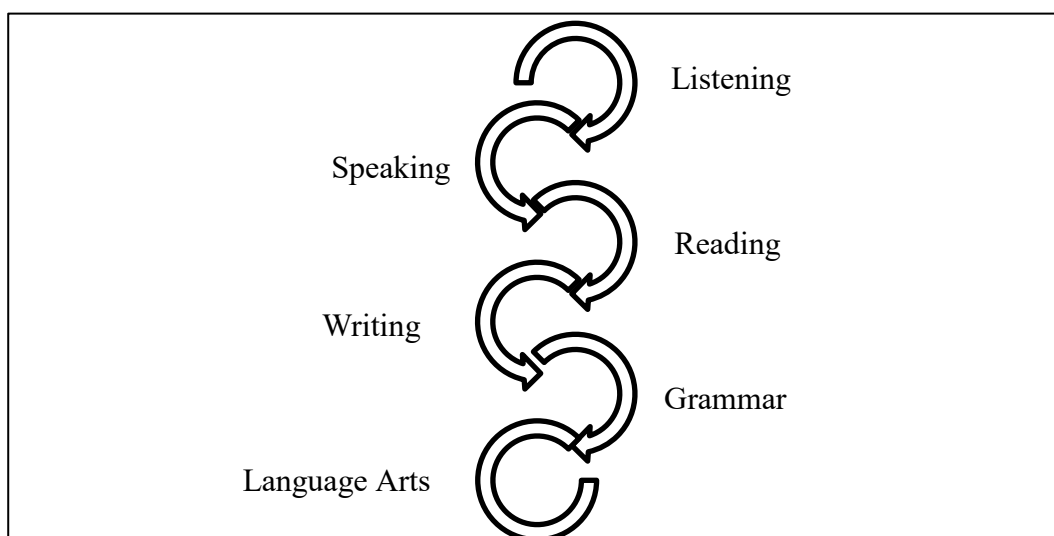


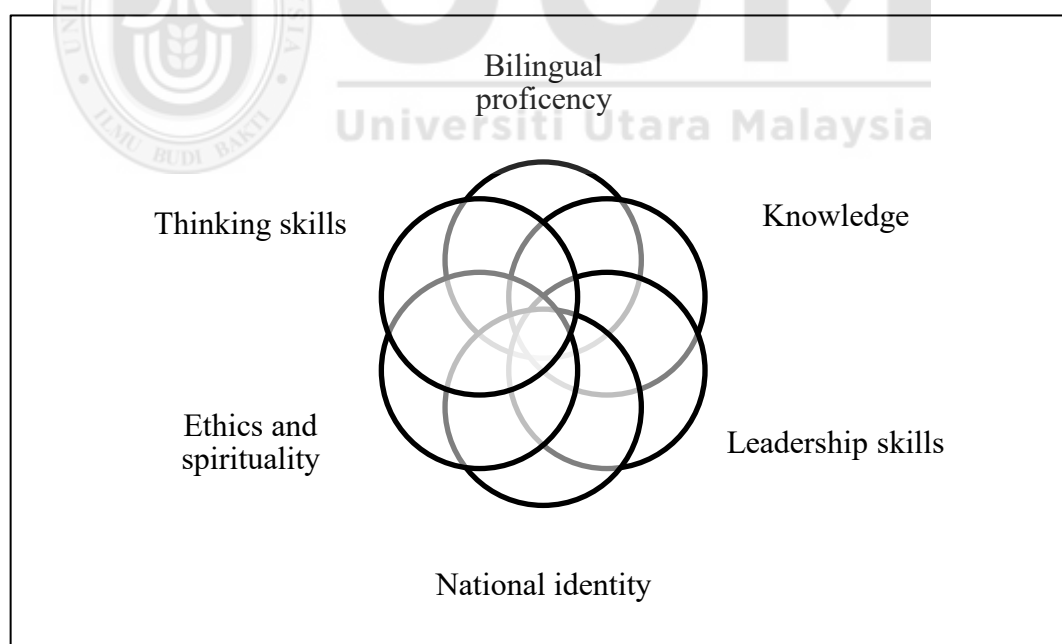
Figure 3.2. Skills to be taught in Year 5 English language syllabus

### 3.5.3.2 English Language Roadmap

Apart from the syllabus, the Roadmap was a great source that helped in this study because it contained relevant information regarding assessment practices that needed to be adhered to by the teachers and it also detailed the descriptors in Can Do statements in Common European Framework of References (CEFR).

### 3.5.3.3 Malaysia Education Blueprint

Since the Ministry introduced its very own blueprint, it was timely to study it and acknowledge the effort that was related to this current study. The blueprint consists of the ministry's plans for the education system in general and the attributes of a learner in the education system as depicted in Figure 3.3. Here, knowledge, bilingual proficiency and thinking skills were the concern in this research.



*Figure 3.3.* Attributes needed by every student to be globally competitive. (Source: Malaysia Education Blueprint, 2013)

#### **3.5.4 Classroom participant observation**

Merriam (2009) noted that observation is an effective tool in which a qualitative researcher uses in a research. There are two types of observers, a) participant, b) non-participant (Creswell, 2008). In this study, the researcher played the role as a participant observer so that he would have excellent occasions to see the experiences from the perspective of the research participants. For the purpose of this study, a classroom observation checklist which was adapted from Ho (2015) was used to observe classroom assessment practices. The researcher jotted down notes (field notes) on teaching and assessment strategies adopted by the teacher, teacher's activities, students' response and comments.

The number of observation needed for the study was based on the need of the data. Scholars did not stipulate the exact number needed for observations (Cohen, Manion, & Morrison, 2007) but they unanimously agreed that multiple observations would increase the validity. In this study, the researcher was attached to the classes of the excellent teachers for two weeks. The whole of two weeks' lessons (1 hour per day for 8 working days) was observed and recorded by the researcher because he looked at how project-based learning took place in a unit from the textbook that the excellent teacher did with the young learners.

#### **3.5.5 Recording of English Language lessons**

Schwartz and Hartman (2007) argued that video recording enables a researcher to see details that may have been missed before. The researcher intended to record the lessons with permission from the teachers. While the lessons were being recorded,



the researcher wrote field notes to later check his notes with the details from the video. This is also to establish trustworthiness and to avoid researcher's bias (Spradley, 1979).

The researcher was aware that if a lesson was recorded, the teacher as well as the young learners might not be in their natural setting because they had the idea of them being observed and recorded. To avoid this, the researcher had already mixed and mingled with the young learners prior to the recording and informed them to be themselves throughout the lesson to obtain a rich and natural data.

### **3.5.6 Interviews**

Stake (2010) highlighted that a qualitative researcher uses interviews for two main purposes which are: a) obtaining unique information or interpretation held by the person being interviewed, or/and b) finding out about "a thing" that the researcher was unable to observe himself.

The researcher used focus group open-ended interviews with the young learners and in-depth semi-structured interviews with the teachers.

#### **3.5.6.1 Focus group open-ended interviews with the young learners**

As Merriam (2009, p.98) put it, a focus group interview "is an interview on a topic with a group of people who have knowledge of the topic." Here, the young learners who were the participants were selected by the teachers themselves and these young learners are the group leaders for the projects that they did later. Around 5-6 young

learners were called to the library and the interview session was held with them. Since the researcher wanted to hear the children's view, the researcher assured them that their personal details would be kept confidential and only the researcher would deal with it.

Pearson (2018) advised that the researcher needs to focus in helping the children to be relaxed and comfortable. Here, the researcher chose the library because a library is a conducive venue that children usually feel relaxed at. Before pursuing with the questions, the researcher played a vocabulary game to make the children feel at ease.

Pearson also further elaborated that open ended interviews are more effective with children because they provide more accurate information during an open-ended interview. The researcher abided by the ethical considerations during an interview by first explaining the purpose of the interview, seeking the children's permission, ensuring confidentiality and considering the children's developmental level and propriety for an interview session (Garbarino & Frances, 1989). A letter of consent was given to the parents and their children were allowed to be the participants upon receiving their parents' signature.

To get clearer understanding and to avoid mishearing and mistranscription, the researcher video-recorded the interview session to make it easier for analysis later (Creswell, 2008). This helped the researcher to check his notes with the recording. Since it was a group interview, video recording was a better alternative than the

audio recording because the researcher needed to identify which child said what. The young learners were given pseudonyms as to not reveal their identity.

Student survey form adapted from Beane (2016) was changed into interview protocols to be asked with the children. The rationale for using this survey form was because Beane (2016) carried out a similar project with her students and to improve on the methodology, the researcher intended to use it as the interview protocol. The forms and the interview protocol were reviewed by experts before being used in the pilot study and later in the case study. This was also a contribution to the body of knowledge on the methodology aspect.

#### **3.5.6.2 In-depth semi-structured interviews with the teachers**

Since the researcher already knew the excellent teachers prior to the research, it was an added advantage for him as it reduced them of feeling awkward throughout the interview sessions. For the interview sessions, the researcher sought the permission from the teachers to record the interview for better analysis in the future and also to avoid misinterpretation (Yin, 2014). The researcher used interview protocols adapted from Ahmad and Mussawy (2009), Beane (2016) and Harrigan (2014) which discussed on PjBL and also classroom assessment.

### **3.6 Instrumentation**

Observation checklist, interview protocols and document analysis were used. As such, observation checklist adapted from Ho (2015) was used to observe classroom

assessment practices that was done by the teachers. In assisting the observation by the researcher, classroom activities were also recorded using a camera for better analysis and also to avoid interpreter's bias.

### **3.7 Triangulation**

In this study, triangulation was done to increase the validity of the data. According to Patton (2002), there are four types of triangulation:

a) Methods triangulation, b) triangulation of sources, c) analyst triangulation, and lastly d) theory triangulation.

In this study, the researcher used “methods triangulation” for the reason that the researcher intended to gather data from various methods as described earlier. Theory triangulation was also used to see the relation between the Theory of Constructivism and Active Learning Theory in this study.

### **3.8 Trustworthiness of the study**

It is a common phenomenon in any qualitative research that the study is scrutinized and challenged for its validity and reliability (Merriam, 2009). The beauty of a case study lies in its specific context and process, and as a result, it is not supposed to be generalizable to a larger context.

Gay et al. (2012) suggested that using multiple methods in data collection will strengthen the validity and trustworthiness of the data. Therefore to comply with the

suggestion, the researcher used observation, interviews and document analysis as methods for the current study.

To further intensify the trustworthiness of a qualitative research, prominent qualitative scholars (Creswell, 2008; Merriam, 2009; Patton, 2002; Stake, 2010; Yin, 2014) proposed that a researcher should employ following strategies:

- a) triangulation,
- b) member checks by the research participants,
- c) extended observation at research sites,
- d) review by a colleague
- e) collaboration with research participants and
- f) researcher's bias.

Lincoln and Guba (1985) shared four criteria which are credibility, transferability, dependability and confirmability in establishing the trustworthiness of a qualitative study as in Table 3.2 and it has been abided by closely by many scholars and researchers around the world (Griffith, Bauml, & Barksdale, 2015; Loh, 2013; Nowell, Norris, White, & Moules, 2017). For the purpose of this study, the researcher also followed closely the suggestions by Lincoln and Guba and Table 3.3 shows how the researcher used the techniques in establishing the trustworthiness of his research.

Table 3.3

*Criteria and techniques in establishing trustworthiness*

<b>Criteria</b>	<b>Techniques</b>
Credibility	- Prolonged engagement with research participants - Member checks with research participants
Transferability	- Thick description of the write up
Dependability	- Triangulation of methods
Confirmability	-The researcher applied reflexivity by maintaining his professionalism in conducting the research and abiding by the ethics of a research

### 3.9 Pilot study

Yin (2014) suggested that for a case study to yield better results, a researcher should carry out a pilot study as a concluding preparation for data collection. The researcher carried out a pilot study to test the interview protocols as well as to record the classroom practices and to look at her lesson plans with an excellent teacher and her classroom who were not the participants in the actual case study. With an open mind, the researcher received constructive comments and ideas from the pilot study participants as well as the proposal defense. Table 3.4 shows the improved version of the interview protocols for young learners

Table 3.4

*Interview protocol (for young learners)*

Before	After
1. What do you understand when I say project-based learning (PjBL)?	1. Do you do projects in your class? What kind of projects do you have?
2. Can you share how you felt when you finished a project recently?	2. How do you feel when you finish a project? Why you feel like that?
3. Were you asked to collaborate or work with your friends? How does this make you feel working with your classmate?	3. Can you share how your friends and you work to finish the project?
4. Usually, you have assessment in your English class. What does your teacher do to check on your understanding on a topic taught?	4. How does your teacher check and mark your project? Do you like the way she marks? What does she comment?
5. If you are given an opportunity to design your own test, how would you want to do it?	5. What do you want to say to your teacher when she is grading your work?

Table 3.5 shows the improved version of the interview protocols for teachers

Table 3.5

*Interview protocol (for teachers)*

Before	After
1. How has the knowledge students gained or did not gain through PjBL change your perception of project-based learning?	1. Do you think your experience using PjBL with your students change your idea about PjBL? How?
2. Tell me about your overall experiences integrating or implementing PjBL in the	2. Please share any stories about using PjBL in the classroom that you think is

classroom.	worth sharing.
3. When are you happy with assessment results?	3. Can you share instances where you are happy with your learners' assessments.
4. Have you experienced any change in the way you assess students before to now since you have been involved in using PjBL?	4. Do you see any differences in how you assess your learners now and before using PjBL?

### 3.10 Data analysis

Neuman (1997, p.426) described data analysis as a "search for patterns in data." The researcher adopted a descriptive narrative for data analysis as suggested by Cohen et al. (2007) who expressed that usually a case study research will be analysed in a descriptive narrative tone. Cohen and friends also provided five ways of organizing and presenting data analysis:

a) by groups, b) by individuals, c) by issue, d) research question and e) by instrument.

For the purpose of this study, the researcher organised and presented data analysis by themes because it would return the readers (as well as the researcher himself) to the core of the research.

#### 3.10.1 Thematic Analysis

The rationale for choosing thematic analysis is because of its flexibility as being described by Braun and Clarke (2013). They assured that thematic analysis is the best method for those who are new in qualitative research, just like the researcher of this study himself. The researcher believed that a qualitative research was flexible



and by using thematic analysis, the researcher managed to capture the key ideas and develop a detailed descriptive account of the use of authentic assessment in PjBL. Braun and Clarke as in Table 3.6 also provided six phases in thematic analysis that the researcher followed in coming up with a scholarly report of the study.

Table 3.6

*Phases in thematic analysis*

Phase	Description of the process
1. Familiarising with the data	Transcribing, reading, re-reading and noting down initial ideas
2. Generating initial codes	Coding interesting features, collating data relevant to each code
3. Searching for themes	Collating codes into possible themes, organising all data relevant to each theme
4. Reviewing themes	Checking themes, generating a thematic map of the analysis
5. Defining and naming themes	Continual analysis to redine theme, generating clear definitions and names for each theme
6. Producing the report	Final analysis of the selected extract, relating back to the research questions, producing a scholarly report

### 3.10.2 Analysis with Atlas.ti

The researcher attended a workshop on using Atlas.ti Version 8 in organising and managing data analysis. The researcher used this computer aided software in easing his process in analysing data which was intense, rigorous as well as time consuming. Ani Munirah (2017) listed 21 advantages of using Atlas.ti Version 8. Among her recommendations for using Atlas.ti 8 are because it:

- a) supports various forms of data (interview, video, observation, documents, etc.)
- b) imports notes from Mendeley and other reference managers (the researcher uses Mendeley very closely for the current study)
- c) retains pen and paper concept, and
- d) explores the use of „word crunch“ and „word cloud“ which will assist the researcher in coding and labelling. Having given the rationale above, the researcher chose Atlas.ti Version 8 over other Computer Aided Qualitative Data Analysis (CAQDAS).

The researcher started by naming the Research Project „Authentic Assessment“ in the software. Next, he inserted the transcriptions from interviews and observations into the „Prime Document“ in Atlas.ti. He added documents by clicking on the menu „Home“ as in Figure

While going through the transcriptions, he then assigned relevant codes in the menu „Codes“ and „Free Codes.“ These „Codes“ were the initial group for similar responses received from the participants.

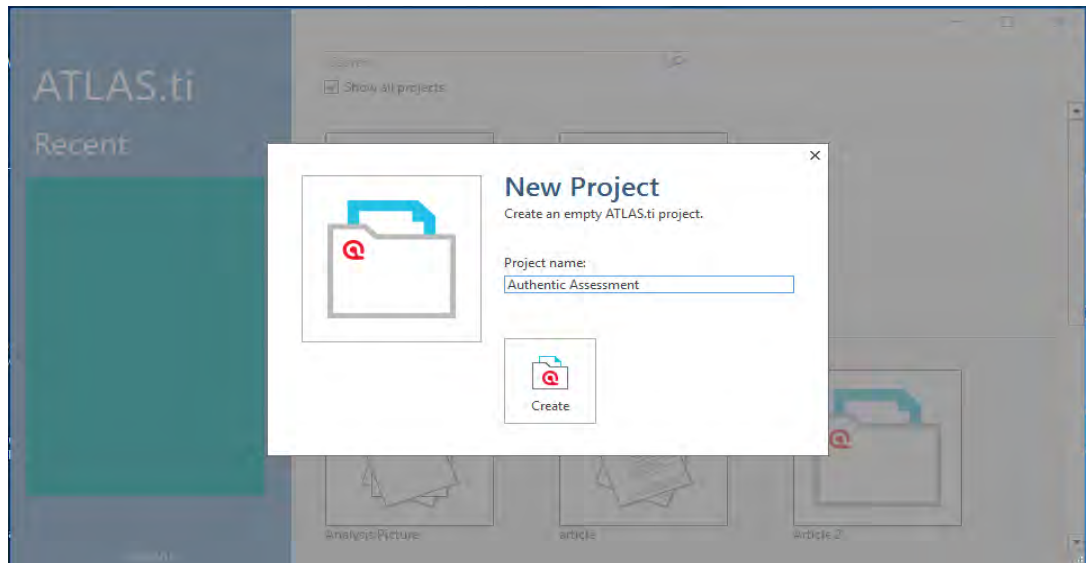


Figure 3.4. Creating a new project in Atlas.ti

Subsequently, the researcher linked these codes using „Code Manager“ with „Open Relation Editor.“ He also used „Categories“ to group the codes under the same theme. Once the codes were linked and quotations were created, the researcher created „Network“ based on the codes, quotations and themes that were linked. This process was iterative and checked several times to ensure correct information was recorded.

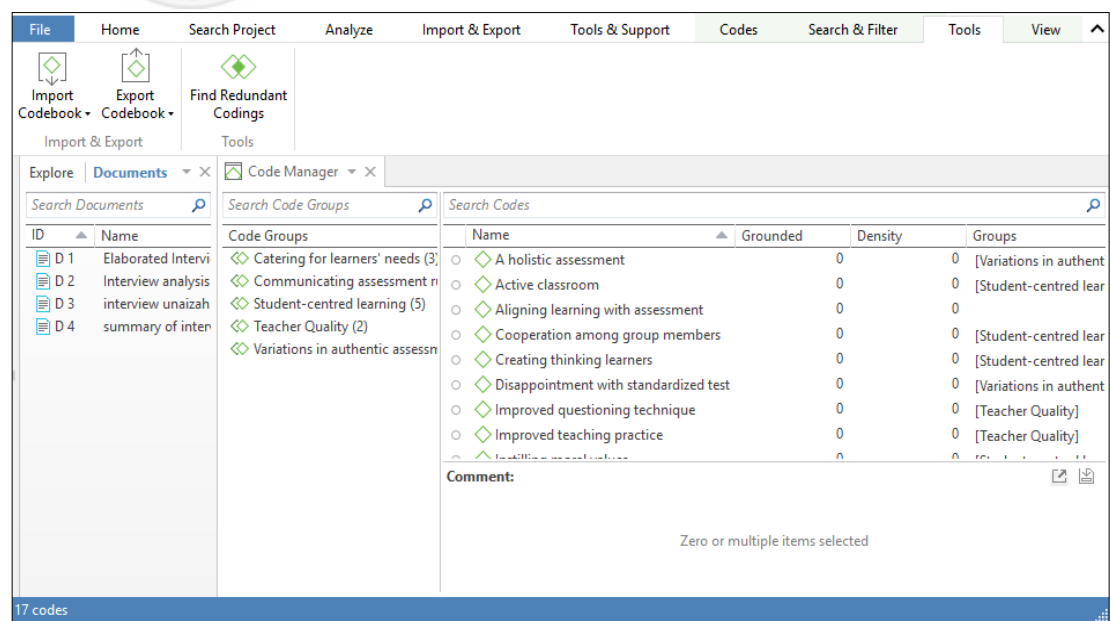


Figure 3.5. Linking codes to the themes

### **3.11 Summary**

This chapter has discussed in great detail step-by-step methods that the research intends to do in the case study. A qualitative research paradigm has been espoused and rationales have been justified. Possible ethical issues have been addressed and the context of study has been elaborated. Purposive sampling involving six excellent teachers and their Year 5 classes was used as research participants with the unit of analysis as the process of using authentic assessment in the classroom.

In the next chapter, the researcher provides detailed analysis of the data by giving the demographic profile of the participants before offering case-by-case and cross-case analysis.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The previous chapter highlighted and discussed on the methodology adopted in garnering data for this current case study. Therefore, this chapter would provide analysis on how authentic assessment was used in PjBL in the classes of the six excellent teachers who were the active participants in this study.

The researcher used his experience and knowledge alongside with supportive guidance from his supervisor to organize the data gathered into themes and sub-themes for a clearer understanding. In the analysis, a number of sub-themes emerged on the issue of PjBL and authentic assessment which were developed through the response from the participants.

In identifying the main themes, the researcher read the data repeatedly at the initial stage before assigning sub-themes to the responses which are relevant and collapsing them into five themes based on literature and also discussion with experts.

#### **4.2 Profiles of the excellent teachers**

This case study gathered data from 6 excellent teachers of English language who were purposively selected (Creswell, 2008) and taught the Year 5 classes in schools in a northern state in Malaysia. A series of semi structured interviews was carried out after their classes were observed for a period of two and three weeks respectively

upon the completion of one unit of the Year 5 textbook that matches the K.S.S.R syllabus. The teachers are given pseudonyms as to maintain the confidentiality of their identity as well as to abide by the ethical consideration in conducting a qualitative research (Merriam, 2009; D. R. Thomas & Hodges, 2010). The six excellent teachers were fondly known as Teacher Yana, Teacher Rina, Teacher Mages, Teacher Siti, Teacher Susan and Teacher Anis.

#### **4.2.1 Teacher Yana**

Teacher Yana had been an English teacher for the past 15 years. She taught in a school which was located right in the town of a district in the Northern state. She was awarded the Excellent Teacher award in 2011. She was an active teacher who was always bubbly and never failed to offer a smile every time we met. She had been awarded with various innovation awards at district and state level for her creative works on reading materials for struggling pupils.

She was an examiner for the Examination Syndicate and had ample tips on tackling the papers for the children. She used songs as her set induction daily to grab the attention of her pupils. They loved her so much and it was evident on her table with an array of presents and gifts she received from her pupils. In relation to the use PjBL in her class, she used them in all her topics in year 4 and 5 classes.

She has been to a few courses on using creative teaching methods with young learners and she wanted to try them out in her class. She believed in student centred learning where she wanted her children to be vocal in her classroom and not just sit

listening to her only. She always posed thinking questions and wanted the children to communicate with each other before they answer her.

#### **4.2.2 Teacher Rina**

With her thick British accent, she always grabbed the attention of anyone who talked to her, prominently her pupils. Her pupils imitated her all the time and that was fun for her. She believed that through imitation children learned a lot and could excel. She was also an excellent teacher for Science which was a double joy for the school to have her in the team. Her vast experiences of teaching English for 20 years made her a point of reference in her school.

Teacher Rina got her pupils to write their comments and suggestions in the „Parking Lots“. It was a noticeboard where pockets were placed for pupils to write anything they wished about the lessons they had every day. She used the pieces of writing by her pupils to improve her future lessons. She had recently been awarded as the most famous teacher in school during the Teacher’s Day celebration and everyone agreed with it. She started her PjBL activities only in 2017 when their school participated in an innovation competition. It was a stressful experience for her because previously, she only assigned projects and would evaluate it at the end of submission by the pupils.

During the process of preparing for the competition, Teacher Rina had to do extensive reading and communicated with a lecturer from USM pertaining issues on PjBL and the new way of assessing it. Teacher Rina can be considered the most well-read of all the six teachers as much as PjBL was concerned. Her responses in the

interview session proved that she knew what she was doing and it somewhat manoeuvred the direction of using PjBL in her class. In relation to authentic assessment, Teacher Rina felt that she was not sure of the terms used and she was confused of formative assessment, alternative assessment and authentic assessment even though she knew what all the three forms of assessment meant.

#### **4.2.3 Teacher Mages**

The year 2018 marked Teacher Mages' 25th year in the service as an English teacher in a high performing school in the Northern state. She was the one and only Indian teacher in her school so she was fondly known as „Aishwarya Rai“. Everyone called her that, including her pupils. She used cultural perspective as her tool to introduce and enrich her pupils with English Language.

Being a good cook herself, she brought in Indian food and other dishes into the classroom and that made learning fun all the time. One of her lessons was on making chappatis and at the end of the lesson, all her pupils got to eat the chappatis they made and converse in English! She used traffic light system in the class to check her pupils' understanding. Traffic light system is a 21<sup>st</sup> century teaching tool in the class. It requires learners to raise the colour coded sticks to show responses to the teacher when they are questioned. Green is for total understanding; Yellow is raised if they are unsure of something and Red means they are lost and need assistance from the teacher.

Her pupils actively used this and Teacher Mages twisted this activity a little differently by assigning Little Teachers in each group to answer the queries by the



pupils. She said that she wanted them to work together and teach each other. It can be safely said that her objective was achieved when these Little Teachers answered the queries. She also used chants to grab their attention. For instance, when she said „Hi“, her pupils replied, „Hello“. Children loved these chants very much which made her class lively most of the time. Teacher Mages used a lot of peer assessment in her class whereby she always encouraged her pupils to get their work proofread or checked by their friends before they sent it to her as final submission. She believed that children learn best if they learn from their friends.

#### **4.2.4 Teacher Siti**

A songbird in the school was the best description for this petite teacher. She sang at most of the school events and attracted crowd from nowhere. She was a beauty with brain and her headmistress never wanted to let her go to any other school. Teacher Siti was also a workaholic who did free community English class at her school every Sunday for any children who wished to improve their language proficiency. Parents were thankful to her and sent their children to the free classes. This was a non-exam based class which focused solely on making crafts and using English while making the products.

She received much help and support not only from her school but from parents. Her weekly classes had sponsors in the form of coffee breaks and lunch from kind-hearted parents who appreciated teacher Siti's noble deed. Her efforts had been applauded by the community leaders and that entitled her for the excellent teacher award. She lived by the proverb, „When there is a will, there is a way“ and indeed she

had many ways to make learning fun and successful. Teacher Siti got her pupils to write diary entry for her class wall every week. This weekly routine improved her pupils' command of English.

She taught English for the past 16 years and still an avid believer of student-centred learning. This form of self-assessment made her pupils to have less writing problems. Throughout the series of observation on Teacher Siti, the researcher realized that her pupils were very good and impressive at writing even though they were not fluent in spoken English. The weekly writing diary writing which was heavily guided at first is now much controlled by the learners themselves.

#### **4.2.5 Teacher Susan**

Meeting Teacher Susan was very enlightening. Her teaching experience of 32 years was reflected in how she conducted her lessons. She was teaching in the outskirts of the Northern state. She was a strict teacher outside of the class but a dedicated one in the class. Her pupils were fearful of her but at the same time she received occasional hugs from them too. She never believed in Bahasa Malaysia translation in English class, so her pupils could only speak English.

She never caned or scolded them but one stare from her made everyone sit quietly in their chairs. Her strict approach towards learning of English was agreed by one of the parents in the class who informed the researcher that she was strict but fun and that gives her the credit to win the most popular teacher award during Teachers' Day. She received her training to be an English teacher from native speakers' project in the year 1987. She was the pioneer then and she was already introduced to PjBL

during her training. Keeping that in mind, Teacher Susan carried out PjBL with her pupils. She planned 4 PjBL activities for that academic year. Before a PjBL activity was assigned, Teacher Susan showed the children how other people had done it. She introduced sourcing skills to her pupils by teaching them how to google for information and get relevant sources as their primary information.

She asked the children to read from Wikipedia first as to obtain a general idea of how the activity would be like and continue searching for pertinent information. For assessment, she gave quizzes every week to check her pupils' grammar and vocabulary acquisition and this put them on their toes to be updated with her lessons all the time. She also used MentiMeter as to obtain reflection from her pupils since her school allowed the use of chromebook as part of teaching and learning activities.

#### **4.2.6 Teacher Anis**

Being the youngest among all the other excellent teachers, Teacher Anis whose experience of teaching was only 8 years but she was a pro in her class. Her class control was amazing even though she had nearly forty young learners in her class of 5 *Bestari*. She had been moulded well by her headmistress who was also a *Guru Besar Cemerlang*. Teacher Anis was a very quiet teacher among her colleagues.

She was never seen sitting leisurely in the staffroom and chatting away with other colleagues. Instead, she always had a book to read if she was not marking or writing her lesson notes. Her pupils described her as a bookworm and that image was also painted very clearly by her school administration. She was very punctual and when in class, she was a different character. She started her lessons with doa recitation in

English. It was quite amazing to see and hear her children recite doa in English daily and she taught them one daily recitation for them to go back and practice. Her PjBL lessons mostly required the children to involve their parents.

They would have to bring their parents along to interview neighbours and other people required in the task. She believed that if parents participated in the learning of the children, it would definitely increase the children's motivation to strive for the best in that subject matter. Since the English language is a second language for the young learners in the study, Teacher Anis felt that extra effort should be put to help the young learners. She was a believer of formative assessment in the classroom.

Her learners were all aware of her styles and most of their comprehension sheets would be accompanied with graphic organisers to show their understanding of the text. Teacher Anis also encourages her learners to write comments about their friends presentation and paste them on the bulletin board where everyone could read and improve on their work.

### **4.3 Profiles of the Year 5 Young Learners**

All the group leaders were prefects, librarians, class monitors and assistant class monitors. They were active members of the group who led their team members in completing the projects that were assigned to them. These children came from various background with parents who work as professionals as well as factory workers. This mixed backgrounds of the learners made the data worth being analysed as they provided a rich context for the study. Their responses towards the questions asked were genuine as all of them laughed and smiled all the time while the

interview was being conducted. The interview process went on smoothly with high cooperation from the learners.

#### 4.4 Description of excellent teachers' PjBL activity and authentic assessment techniques

Each teacher carried out a PjBL activity for duration of 2 weeks. The activity was in accordance with the syllabus and the Year 5 English language textbook. Table 4.1 explains the activity and the authentic assessment technique adopted by the teachers.

Table 4.1

*Description of PjBL activity and authentic assessment technique*

Teachers	PjBL activity	Authentic assessment technique
Yana	<u>Topic: Saving, spending, sharing</u> The young learners were assigned to interview their neighbours on their saving and spending habits.	1) Self-assessment 2) Peer-assessment 3) Comment from neighbours regarding fluency in interviewing
	Interview questions were developed by the groups and feedback was given by Teacher Yana. Presentation was done in the form of Powerpoint and graphic charts.	4) Teacher Yana's feedback
Rina	<u>Topic: Malaysian legends</u> In this class, they were given a task to perform a drama for Highly	1) Peer assessment 2) Observation notes
	Immersive Program officiating day entitled „Mahsuri“. This involved the whole class. Each group had to prepare for the drama. Their	3) State English language officer's review 4) Team-teaching report

audience was officers from the state education department.

Table 4.1 continued

Teachers	PjBL activity	Authentic assessment technique
Mages	<u>Topic: Family day</u> The textbook suggests them to do a sandwich but Teacher Mages introduced them how to make chappatis. The groups observed her making chappatis and later they had to think on how to make a healthy dish with chappati. They prepared a menu booklet and made the chappatis. They served the chappatis to the obese children in school as part of the Healthy Week campaign.	1)Self-assessment 2)Comment from obese children 3)Comment from the canteen operator 4)Comment from Teacher Mages
	<u>Topic: Moving forward</u> Teacher Siti highlighted that children today are too intact with gadget. The class had to do a research by sourcing for information, interviewing and observing their siblings at home. They had to prepare the findings in the form of tables and charts and upload in the Frog VLE to be assessed by their teacher's friend in Sabah.	1)Feedback from Teacher Siti 2) Review from Miss Anne (Sabah) 3)Verbal Reflection

Table 4.1 continued

Teachers	PjBL activity	Authentic assessment technique
Anis	<u>Topic: Self-protection</u>	
	<p>The young learners met with a policeman who was also a parent of a child in the class. He came as to support Teacher Anis' project on self-protection against bullying. The children got to interview him as a class. In another session, he came with his two other inspectors to help the children design their posters for anti-bullying. During one of the school assemblies, the children had to present their work in groups and assessed by other English teacher and the police inspectors.</p>	<p>1)Comment from other teacher 2)Comment from police inspectors 3)Feedback from Teacher Anis 4)Peer assessment</p>
Susan	<u>Topic: Superheroes</u>	
	<p>Teacher Anis and her class made big books of occupation for the pre-school learners in their school. Their big book contained real stories from their neighbours. The children had to interview their neighbours for information. Later, it was made into big books. These books were then read with pre-school children in their school. They were assessed jointly by Teacher Anis and also the pre-school teacher.</p>	<p>1)Feedback from Teacher Siti 2) Comment from the pre-school teacher 3)Self-assessment</p>

#### **4.5 Case-by-case analysis**

Since every participant was observed and interviewed individually, here the researcher provided a case-by-case analysis of how they used PjBL in their classes and also how they assessed their children using authentic assessment. Their responses from the interview, backed up with the researcher's classroom observation notes and the information from document analysis were elaborated here to form the themes.

Before assigning the sub-themes, the researcher read the individual transcripts a few times and highlighted the responses which were outstanding in the interview. The researcher provided the verbatims from the interview to relate to the sub-themes that emerged from the responses of the individual teachers. Then, he also quoted the lines from the documents which were relevant to the sub-themes. To support the sub-theme, the researcher also provided evidence from his classroom observation of the excellent teachers. These are explained in the form of naming the sub-themes, followed by a short description of the sub-theme and supported with evidence from multiple sources of data collection for readers to have a better understanding of what the researcher meant by the sub-theme.

After the case-by-case analysis, the researcher prepared a cross-case analysis to see similar responses from all the cases in order for him to confirm the themes that emerged from the data.



#### 4.5.1 The case of Teacher Yana

Sub-theme: Creating thinking learners

When she was asked why she adopted PjBL in her lessons, her immediate response was that it made her pupils think and become thinkers in the classroom which is lacking in most classes today.

“At first, I felt that PjBL was time consuming and not suitable for kids in primary school as it is a challenge for the kids to build their own understanding in their learning. However PjBL has not only assisting the kids, it has helped them to challenge their own thinking and rationalize their own findings. Here, I feel that learning beyond the classroom takes place.”  
(Interview 1, TYana, 19 Jan)

Her belief that pupils must be given the opportunity and provided with the platform to practise thinking was also evident in the English Language Roadmap (2015-2025):

“Creativity in the use of language is aligned with the Ministry’s emphasis on developing pupils’ higher order thinking skills. It is important that in the pursuit of excellent academic outcomes, pupils are given opportunities to develop laterally and creatively as part of a more holistic development process. (The Roadmap, page 185)

It was clear that Teacher Yana was the kind of teacher who did not feed her pupils with information but provided them with ample sources to search and come up with the information to be shared in the classroom in accordance with the Ministry’s aspiration. She also was an ardent believer of continuous learning and did not put a full stop at the end of her class but instead encourage her learners to go the extra mile to search for knowledge. She has created the thirst for knowledge among her young learners by doing so.

Sub-theme: A holistic assessment

Teacher Yana elaborated that adopting PjBL in her class made her perspective on assessment change. She felt that only one type of assessment could not fit in her class of 35 young learners of mixed abilities. As such, she thought that authentic assessment is a holistic assessment:

“I see that my perspective about assessment has changed. I see that every assessment has its benefits and drawbacks and not one particular assessment fits in my class. I must use a combination. Authentic assessment shows me the real achievement of my pupils since I can assess them anytime and not focused during a period of time only” (Interview 1, TYana, 19 Jan)

This input given by Teacher Yana was also evident in her class when she used self-assessment forms for the pupils to evaluate what they had done in her class for her record in the School-Based Assessment files:

“In her second week, she assigned self-assessment forms for each pupil to evaluate themselves. They were simple, smiley based form which the pupils had to tick. She informed them the importance of self-evaluation before other people evaluated them. She also gave each group a feedback form to assess when their friends presented their work. (Class observation Week 2, TYana, 15 Jan)

Teacher Yana tried to use various forms of authentic assessment based on what she had read. She wanted to try new methods that fit her pupils perfectly.

#### 4.5.2 The case of Teacher Rina

Sub-theme: Supportive classroom

Teacher Rina, on the other hand believed that a supportive classroom allowed her pupils to explore learning in a fun way:

“I think they love PjBL. It is children’s nature to love moving around and joining in activities. Let them be happy and learning will be easy.” (Interview 2, TRina, 16 Feb)

This was also mentioned in Malaysia Education Blueprint (2013-2025) that:

“by 2025, students will all go to schools with the facilities and equipment needed to create a conducive and supportive learning environment. They will be taught by teachers who have received additional training to help them understand their students’ specific contexts and challenges, and the teaching strategies required to address them. These students will also be supported by an expanded network of counsellors, therapists, and teaching assistants, as required.” (MEB, page 33).

There were ways that Teacher Rina used in her class as a move to create a supportive learning environment for her pupils to be immersed in:

“She taught the topic „Malaysian Legend“ creatively. She came into the class dressed in a Kebaya and disguised herself as Mahsuri. She got a pupil to read the story of Mahsuri while she performed a simple sketch at the front. It was funny but entertaining. In her performance, she highlighted the necessary vocabulary to be learnt by the pupils.” (Class observation Week 1, TRina, 6 Feb)

Teacher Rina wanted her pupils to be happy as she believed that a happy and non-threatening classroom aided in her meeting the objectives of her lessons.

### Sub-theme: Aligning learning with assessment

When Teacher Rina was asked about how she viewed assessment in her class, her answer marvelled the researcher as Teacher Rina had never attended any assessment courses previously. She said that learning must move along with assessment as it was not fair to assess what was not taught:

“I believe learning and assessment should move in tandem because it is not fair to test what I don’t teach in class. So, usually, I will make sure my children are assessed what I teach. For example, I asked every group to come up with their group report on the drama project after I showed them how to do a report.” (Interview 2, TRina, 16 Feb)

Teacher Rina’s interview response was similar to what she did in her classroom. Classroom observation record by the researcher showed that she only assessed what she taught them in class:

“She also informed the pupils that their project for the topic was a drama presentation. The pupils were already seated in groups and she had them draw lots for task assignment. They decided by themselves with a lot of noise who would be doing what. At the end of each day, every leader must write a report of what their group did using the template that Teacher Rina had share at the beginning of the class as the project record. She would review the report and announce necessary help the next lesson.” (Class observation Week 2, TRina, 14 Feb)

The data showed that if learning was linked with assessment, better results can be yielded and in this context, assessment was done in a fun way as in the form of report writing of what was planned and carried out in the group work by the young learners.

### 4.5.3 The case of Teacher Mages

Sub-theme: Personalised learning

Since Teacher Mages just completed her Master's in Education very recently, most of her interview responses were very „book based“ and information packed. Regarding using PjBL in her classroom, she said:

“Being in a primary school environment, students have always relied on teachers but this approach is definitely helping them to mould themselves slowly for the actual world.” (Interview 3, TMages, 21 Feb)

What Teacher Mages believed and did in her class was in tandem with what the Ministry wanted as stated in the English Language Roadmap:

“The CEFR supports individualized learning approach the performance-based descriptors provide learners with the opportunity to reflect on their progression in language learning. The CEFR promotes a more student-centred approach with students taking more responsibility for their own learning.” (The Roadmap, page 197)

Teacher Mages altered the activities in the textbook to match her expertise and it was so much of fun to witness the children learning how to make chappatis instead of sandwich as suggested in the textbook:

“For the Egg Sandwich lesson which other teachers in Year 5 carried out, Teacher Mages decided to introduce chappatis. The pupils were questioning her about how healthy chappatis are and she just smiled while showing them the recipe to make chappatis and its potato gravy. At the end of the lesson, all her pupils ate the „school-made“ chappatis they made while practising the language focus in English.” (Class observation Week 1, TMages, 13 Feb)

Sub-theme: Parental involvement in assessment

Teacher Mages had some knowledge on authentic assessment based on her reading.

Correspondingly, she invited a parent to co-teach a unit in the textbook in her class and later join her to assess their PjBL activity:

“For her PjBL, she co-taught the lesson with a parent who was willing to join her in the class. The parent was working in the police force and agreed to share tips on personal safety with other children in the classroom when Teacher Mages taught them Unit 6. This authentic sharing from the parent was very much welcomed by the pupils and they could come up with a slideshow of personal safety tips gained from Inspector Fairul and other sources that they interviewed. For the project in her class, she assigned the children to interview security guards at the school. The children developed an interview protocol and interviewed them. During their presentation, Teacher Mages invited Inspector Fairul again to be a part of assessing the children’s work. He shared his comments and he praised the children.” (Class observation Week 2, TMages, 20 Feb)

This was parallel with the plans by the Ministry to increase parental involvement in school to make schools great again:

“...the Ministry will, wherever possible, involve the public in the execution of the Blueprint. This includes soliciting greater parental involvement through the parent toolkit...” (MEB, page 226).

Teacher Mages had her own reasons for involving parents in her lessons and assessment:

“...I also feel that by involving parents in the classroom activities just like how Inspector Fairul chipped in to help me teach the topic on Safety, I can say that parents will understand that school is not only a place for their children to learn from teachers but they can and are always welcomed to share their expertise, knowledge or anything to ease learning of their children.” (Interview 3, TMages, 21 Feb)

#### 4.5.4 The case of Teacher Siti

Sub-theme: Active classroom

Teacher Siti was always having a noisy classroom which at times irritated her colleagues and school administration but she, on the other hand perceived the noise as children's learning time:

“My pupils are active and my class is always noisy now, the good noise. But my friends don't like. Even my GB (headmistress) always mentioned my name in the meeting for having a noisy class. It is not that they are noisy all the time, it is just that they are discussing and arguing to make a stand. I allow debate and I don't encourage my children to always believe and agree with what I or their friends say. They can question or challenge the idea but in a polite way...”  
(Interview 4, TSiti, 23 March)

Her move was applauded by the Ministry in its Roadmap when it said that language classes must be:

“... encouraging active and equitable student participation by varying roles in the instructional process (facilitator, coach, audience) in relation to the content and purpose of instruction...” (The Roadmap, page 283)

It was evident from the classroom observation that her pupils were not a quiet bunch since she allowed sharing from the pupils constantly in her class:

“They were constantly asking questions and giving responses to her questions and at times, laughter was heard as to complement the hot afternoons. Teacher Siti always welcomed pupils to bring materials from home to the class. Some pupils who have been abroad brought books they bought from there. These books were also used as classroom resources for the children to work on their projects. She also encouraged pupils to venture out and talk to pupils from other class to share ideas for their PjBL activities.” (Class observation Week 2, TSiti, 22 March)

Sub-theme: Disappointment with standardized test

Teacher Siti shed her tears while being interviewed when she was asked to comment on a situation she did not feel satisfied or comfortable with the assessment results:

“Recently, there was an incident whereby a student of mine who consistently achieves A in both papers ended up getting an A and a C for English in the previous UPSR results. To my disappointment, the C was for writing and this particular child is really creative in her writing pieces. The child was devastated and she told me she lost hope and interest in the English language. I worked hard to make them love English. In fact, she is daring enough to use appropriate proverbs and idioms in her writings. It is still buzzing in me what could have gone wrong. Only if the assessment was more flexible as in it looked at how much she performed in class rather than on that just one day, it would have put smiles on our faces.” (Interview 4, TSiti, 23 March)

In relation to the response by Teacher Siti, the Ministry exhaustively explained that a summative assessment could not test the whole of a student’s performance:

“In public debate, the issue of teaching to the test has often translated into debates over whether the UPSR, PMR, and SPM examinations should be abolished. Summative national examinations should not in themselves have any negative impact on students. The challenge is that these examinations do not currently test the full range of skills that the education system aspires to produce.” (MEB, page 106).

The claim and consensus from the Ministry must be translated well by teachers, parents and pupils in order to have a clear understanding of the need and purpose of a standardised assessment such as U.P.S.R.



#### 4.5.5 The case of Teacher Susan

Sub-theme: Instilling moral values

Teacher Susan asserted that while conducting PjBL in her class, her pupils were injected with moral values in a subtle but powerful way:

“I realize that since the introduction of PjBL in class, I have always made sure my lessons have at least one pair work and one group work. I can see that my children become considerate people, caring, having passion and compassion in class.”  
(Interview 5, TSusan, 27 March)

The practise of good moral values was also evident in her class while observation was being carried out:

“The children in her class put up good habits like throwing rubbish in the bin, greeting people politely and saying the magic words, „Thank you, Sorry and You are welcome“ for the pre-schoolers to imitate and follow.” (Class observation Week 2, TSusan, 29 March)

This was a noble effort which was condoned by the Ministry and it was enacted in the Education Blueprint for all teachers to practise in order to mould learners and:

“when they leave school, students will have world class knowledge and skills, strong moral values, and will be capable of competing with their peers in other countries.” (MEB, page 44).

Since embedding moral values in lessons was important, it was evident in the activities planned and carried out by Teacher Susan.

Sub-theme: Joined assessment with preschool teachers

Since her class involved a project with pre-schoolers, Teacher Susan did not hesitate to include preschool teachers to jointly do assessment for her pupils in the class. She believed that it was authentic as the right person assessed the right task:

“Preparation for the project involved the pupils discussing with the preschool teacher on suitable activities for the little children, coming up with posters and preparing materials for the language activities. The assessment for the project was done by the preschool teacher and also self-reflection sheet distributed by Teacher Susan to her pupils.” (Class observation Week 2, TSusan, 29 March)

This was also supported by her claims in the interview that she involved the preschool teachers in assessing her pupils because:

“I also asked preschool teachers who joined me in my PjBL to assess my pupils. I think they would give relevant comments since the project was for the pre-schoolers by my pupils. Isn’t this authentic?” (Interview 5, TSusan, 27 March)

The effort by Teacher Susan was commendable and explained in the objective of authentic learning and assessment as stated in the English Language Roadmap:

“Language learning should as far as possible emulate authentic classroom use and the goal of language learning is using the language rather than knowing about it.” (The Roadmap, page 50)

The activity involving pre-schoolers that was carried out in PjBL by Teacher Susan’s pupils was more on emulating authentic use of the target language and put to practice what was taught and learnt in class.

#### 4.5.6 The case of Teacher Anis

Sub-theme: Improved teaching practice

The jovial Teacher Anis excitedly informed that she became more diligent since the embedding her lessons with PjBL:

“I become more hardworking as better preparation is needed for PjBL which takes 2 weeks to carry out. I feel that since PjBL is loved by my children, I must plan interesting activities for them since no one else does this in school. I also aspire to apply for Innovative Teacher Award this year.” (Interview 6, TAnis, 13 April)

This was also apparent in her planning for teaching and learning activities where the researcher jotted down that:

“Teacher Anis was seen preparing for lessons beforehand, usually two or three days in advance. It was obvious that she would be sitting and cutting out cardboards and when asked she would smilingly say that it was for her PjBL activities. She was very hardworking and a special note was pasted on her teacher’s table that she was aiming for the Innovative Teacher Award in 2018. She wanted to practise innovation and urged her pupils to be innovative too.” (Class observation Week 1, TAnis, 4 April)

Teacher’s Anis preparation to be a better teacher was in accordance with the aspiration of the Ministry which was translated evidently in English Language Roadmap:

“Improve the pre-service and in-service training of teachers in implementing learning activities that incorporate developmentally appropriate practice and constructivist principles such as learning through play, music and movement, project-based learning...” (The Roadmap, page 181)

#### Sub-theme: Improved questioning technique

In relation to assessment, Teacher Anis was thankful that through her reading and joining a workshop on authentic assessment, she learned to improve on her questioning techniques:

“I am more descriptive in my questions and create more opportunity for students to be open and diverse in their learning styles. If previously, I asked questions that are straightforward, but now I go more thinking questions which uses „How“ and „Why“ and I give time for my pupils to think and respond. I believe if I give the space and time for them to think, they can do it. They just lack vocabulary. They can think but they have language problem which can be rectified through lots of practice” (Interview 6, TAnis, 13 April)

This was also related in the English Language Roadmap:

“Also, there is a need for appropriate questioning technique in the classroom which encourage authentic assessment (self-reflection and student input.” (The Roadmap, page 245)

Improving questioning techniques in the classroom was aimed at developing students’ capacity as mentioned in the Education Blueprint:

“The pedagogical approach emphasises the use of project-based activities and questioning techniques to develop students’ capacity for higher-order thinking skills and to help students see the connection between different disciplines.” (MEB, page 109).

The responses from Teacher Anis were similar to what had been prescribed and detailed by the Ministry in the Malaysian Education Blueprint as well as in the English Language Roadmap.

## **4.6 Responses from the young learners**

The young learners in this case study were also interviewed to elicit responses pertaining to PjBL and authentic assessment that took place in the classrooms of all the six excellent teachers. Their responses were also analysed and formed into sub-themes that could be used in the Discussion chapter later.

### **4.6.1 PjBL is fun learning**

When the young learners were asked what they understood by PjBL, their responses showed that they were having fun during the teaching and learning:

“Our teacher give us project to be completed in two weeks. The project are fun because we get to work with our friends”  
(Diyana, TRina’s class, 15 Feb)

“We interview our neighbours and write about their occupation in our Big Book Project. I never know one of my neighbour work with the Star Newspaper. I love reading the Star Newspaper.” (Razif, TSusan’s class, 12 April)

“Teacher Rina had a lot of discussion with the pupils on how variations of the legend Mahsuri could be. She even allowed the pupils to inject modern touch in the presentation. She always used the words „Be creative“ in her class. The pupils would imitate her, laugh and get back to work. It was a friendly environment.” (Class observation Week 1, TRina, 6 Feb)

When the pupils had fun, their responses were genuine and they were very interested in sharing their views during the interviews. They could point out relevant activities that left impact in their learning.

#### 4.6.2 Cooperation among group members

This was what the children loved when it came to the use PjBL in their classes by the teachers. They said that they could work with their friends:

“I love to work with Rayyan, Mikhail and Zarina. We make sure we finish our project nicely. Rayyan can draw beautiful pictures. We will get stars from Teacher Yana for the Spending project” (Furqan, TYana’s class, 18 Jan)

“Our group was the first to finish and submit. I like it. All of us work together. No one play in the group.” (Sabrina, TSiti’s class, 22 March)

Group work was also suggested by the Ministry to be carried out frequently to aid children’s learning:

“Schools will need to make use of the opportunities provided inside the classroom through project-based and group work, and outside of the classroom through sports, the arts, and co-curricular activities to build the character of their students.” (MEB, page 70)

If there was any problem in the grouping or group work, the children mentioned that the teachers would chip in to reprimand the problem maker or points would be taken away from the problematic group.

“That day, Hazeeq and Ikmal fighting. Teacher Susan asked them to hug each other and our group lost three points in the score sheet. I was very angry with them.” (Aliya, TSusan’s class, 26 March)

“Our group was asked to stand and recite Rukun Negara in English because we were chatting and no write report for teacher to check.” (Sarah, TAnis’ class, 12 April)

#### 4.6.3 Less stressful assessment

The young learners were asked on how their teacher grades the PjBL activities they did in the classroom, their responses were:

“Teacher Mages give thumbs-up stamps on our work if it is good. If not, she will write comment. We have to do correction after read the comment” (Zubir, TMages’s class, 20 Feb)

“We don’t have marks for the projects. We use the smiley form (self-assessment and group assessment forms). We tick in there and teacher will give comment. It make me happy. No need to worry of not getting A or B. I think all get A” (Shazril, TYana’s class, 18 Jan)

Designing school-based assessment that caters to the needs of the students was suggested in the English Language Roadmap:

“School-based assessment enables teachers to conduct assessment that contributes to learning in a formative manner, rather than merely a summative manner...this change in the examination design means that teachers will focus less on teaching to the test focus instead on teaching learners to think critically and to apply their knowledge in order to solve problems.” (MEB, page 165)

The children also suggested some ways that the teacher could use to assess them such as:

“Teacher Yana like to use songs in the class. I think she can ask us to fill in the blanks to see if we can spell correctly.” (Sharifah, TYana’s class, 18 Jan)

“Our teacher can ask our parents to help give grade for our work because we do a lot of the work (project) at home then in school. My mother always helps me to complete my part.” (Intan, TMages’s class, 20 Feb)

#### 4.6.4 Learning at own pace

When the children were asked to relate one experience that made stayed in their minds and hearts about PjBL, a large number of them said that they were allowed to do the work at their own pace and no one rushed them to complete anything.

“I know I write slowly, but Teacher Siti never scold me. If I cannot finish writing in class, I will continue at home and show teacher tomorrow (the next day). She will give me points for sending my work early in the morning to her table.” (Adam, TSiti’s class, 22 March)

“Teacher Mages always give us time to answer any question. I like it because I can think and answer. If I don’t give answer on the spot, I can give later.” (Rodzi, TMages’ class, 20 Feb)

“In our group, we have one boy or girl will check the time. I don’t like it but I will work to finish my work. But if I cannot, I will tell teacher. She says ok to send later.” (Shahmirah, TSusan’s class, 26 March)

Learning at their own pace also means they can refer to any other resources than their teacher alone. The young learners shared some anecdotes of what happened in their class:

“Teacher said we can always ask other people or surf the Internet for information. Teacher said she is not a walking encyclopaedia.” (Zayyan, TAnis’ class, 12 April)

“I always bring my BESTA dictionary to school to check for meaning of words or anything I don’t understand. I want to be good in looking for new information.” (Nadiroh, TYana’s class, 18 Jan)

“The students will be able to access a wider range of content that is more engaging and interactive. They will be able to learn some lessons at their own pace. (The Roadmap, page 41)



#### 4.6.5 Student-teacher collaboration

The young learners comically mentioned that they were asked to become „Little Teachers“ in their classroom. Some teachers named them „Leaders“ while some others called them „Inspectors“.

“I am the Leader in my group. I tell my friends what teacher tell me. It is fun.” (Azim, TRina’s class, 15 Feb)

“Teacher call me „Inspector“. I have to check the work my friends do. If I find mistake, I correct it.” (Saerah, TMages’ class, 18 Jan)

“Teacher Rina assigns various roles like Leader, Scribbler, Helper and Presenter for her pupils in the groups. This is to manage her class control. The children work well with these roles. I can see them cooperating and following instructions in the classroom. (Class observation Week 1, TRina, 6 Feb)

Apart from that, the young learners also mentioned about rubrics that the teacher share with them prior to starting the project.

“Teacher show us the *jadual* (rubrics) that we must follow. We also tell teacher some parts that we like, some parts that we don’t like.” (Shazril, TYana’s class, 18 Jan)

“I ask teacher the instruction that I don’t understand. After teacher explain, teacher ask me if need to add anything or not.” (Adam, TSiti’s class, 22 March)

This is also in accordance with the collaboration suggested by the ministry whereby learners should be informed about the assessment procedures:

“In order to make the teaching of the curriculum effective, students need access to appropriate learning materials, and assessment procedures” (The Roadmap, page 20)

#### **4.7 Cross-case analysis**

In the previous section, the researcher has highlighted prominent issues made into themes from the case by case analysis of each participant in this case study. The sub-themes from young learners' responses were also merged in coming up with the major themes. Here, their collective responses were studied again and collapsed into broader themes which are: Student-centred learning; Teacher quality; Variations in authentic assessment; Catering for learners' needs and Communicating assessment rubrics with the learners.

##### **4.7.1 Theme 1: Student-centred learning**

Teacher Yana, Teacher Rina, Teacher Mages and Teacher Susan expressed that PjBL was a student-centred approach because it put learners in the centre of learning and they managed their learning in groups:

"I think PjBL is student-centred learning because I assign my pupils to be in groups to do their project and they have to work together and plan on how to complete and present their work."  
(Interview 1, TYana, 19 Jan)

"pupils control and navigate learning, pupils in my class play roles in groups like scribbler, leader, presenter, assistant, helper." (Interview 2, TRina, 16 Feb)

"Students learn to work with their classmates, mostly in pairs and groups and this is one element of student-centred learning which advocates discussion and teamwork." (Interview 3, TMages, 21 Feb)

Their responses were also in parallel with the Ministry's idea on enriching schools with student-centred approaches towards learning:

“a range of pedagogical approaches have been recommended as the most effective ways to engage learners in developing this skill set. These approaches include student-centred learning, active learning, project-based learning, and inquiry-based learning.” (MEB, page 181)

It was also evident from the young learners who mentioned that the student-centred approach requires cooperation among their group members in materializing the task.

“We do our work in the group. Everyone got their work. Teacher give us name tags of Leader, Assistant, Scribbler and Helper. We have to report to teacher what we did.” (Azim, TRina's class, 15 Feb)

“It is fun to make chappatis in the class. We learn to do our chappati after Teacher Mages showed it. We do in our groups.” (Sofiazan, TMages's class, 20 Feb)

“My group friends help us. We do our work.” (Asri, TSiti's class, 22 March)

“I was scared to ask questions to the police that day but my friend said just ask, so I ask. I am happy because my friend say just ask the question. I am group leader so I must be brave.” (Sarah, TAnis's class, 12 April)

Student-centred learning is a theme that was very evident from the responses received and recorded from the excellent teachers' classroom, their young learners and was also mentioned in the blueprint.

Figure 4.1 shows the relationship of the codes that were collapsed into the theme Student-centred learning.

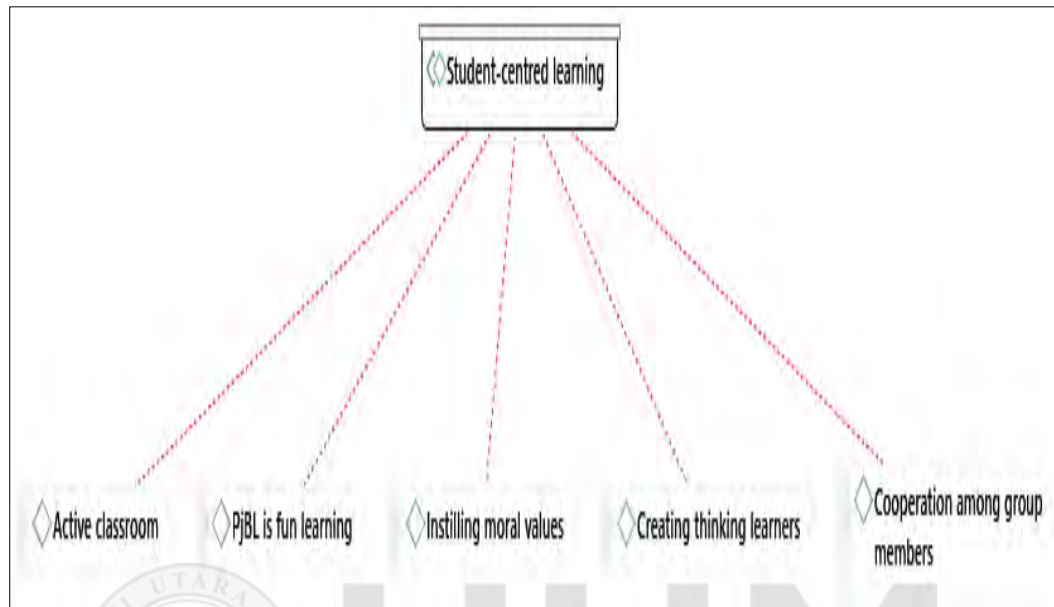


Figure 4.1. Relationship of the codes in Theme 1

#### 4.7.2 Theme 2: Teacher Quality

The teachers also felt that when PjBL was adopted into their teaching and learning as the main approach, it made their pupils attracted to the activity and engrossed in the discussion in the group:

“The children then continued to synthesize the information with Teacher Siti’s help. They summarized the information they had in tables, mind maps and I-think maps to be presented in their school Virtual Learning Environment (VLE) website. The pupils uploaded their respective group presentations to be viewed by Teacher Siti’s friend from Sabah. Their presentations were also commented by other teachers and pupils in the school who had access to the website.” (Class observation Week 2, TSiti, 22 March)

“I think they are well users of LCD and laptop. They can fix all by themselves. My children can divide task among group members with the help of role assigning that I do. I like one group which had a group report of what they do. I observed this in February and I already made sure every group does that. It serves like a report plus reflection. I like it. Teach them to report what they do. It is applying scientific skills in their learning. Cross curricular like that.” (Interview 2, TRina, 16 Feb)

“The children walk here and there but not aimlessly. They go find information from other groups, some even asked my permission to go meet other teachers who are in the staffroom and get information from them. My colleagues always teased me that my pupils disturb their resting time.” (Interview 6, TAnis, 13 April)

“The class was so lively. The children enjoyed the group assessment activity which was the peer assessment made into group comments. They were commenting their friends’ work and the groups which were commented defended their work. Many were smiling away and this is a happy classroom. (Class observation Week 2, TYana, 15 Jan)

The Ministry suggested that teachers adopt an engaging classroom practice in maintaining pupils' interest in the subject matter:

“They (Teachers) have to be confident, competent and creative in their interpretation of the curriculum to develop suitable, well-planned and engaging classroom activities to optimise their pupils' learning of the language.” (The Roadmap, page 171)

Figure 4.2 shows the relationship of the codes that were collapsed into the theme Teacher Quality.

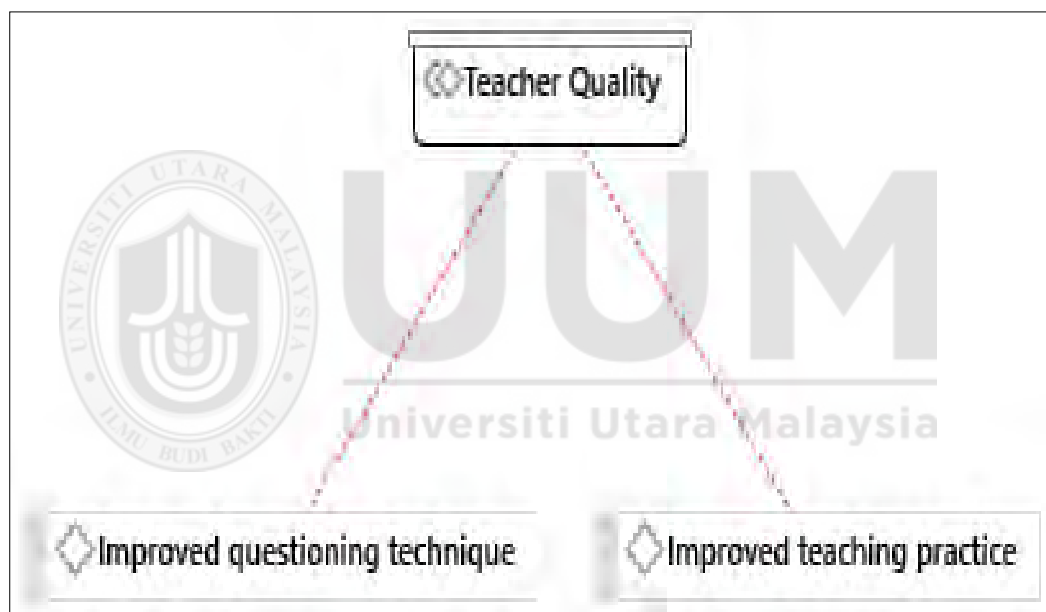


Figure 4.2. Relationship of the codes in Theme 2

#### 4.7.3 Theme 3: Variations in authentic assessment

The teachers mentioned that they adopted self-assessment, feedback, peer-assessment, reflective questioning and observation of pupils' progress while and after conducting PjBL lessons:

"One conspicuous moment worth being noted during the observation was that Teacher Susan always asked the pupils to get their friends to check any tasks assigned on them before she marked them herself. She always asked their friends who checked the work to put their initial at the end of the work that they have checked." (Class observation Week 2, TSusan, 29 March)

"I give feedback like „You still haven't mastered your Simple Past Tense" or „See me for sample of essays on Fire" and I ask the class for correction on major mistakes they do in essay writing for example" (Interview 3, TMages, 21 Feb)

"I use observation of my class and also checklist that I adapt from PBD (School-based assessment forms from the Ministry) and also by checking their exercise books. I write comments in their book that will guide their correction and learning at home." (Interview 4, TSiti, 23 March)

This method of authentic assessment was also suggested in the Roadmap:

"Students can be introduced to and encouraged to use this self-assessment tool as a means to develop individualised learning capabilities. Teachers can also encourage student self-directed and independent learning" (The Roadmap, page 219)

Teacher Rina and Teacher Anis highlighted that they conducted personal tuition classes for some pupils who were requested by their respective parents. They would observe their pupils and communicate their progress with the children's parents:

"I check and observe their work in my tuition class as well as most of them come for tuition with me after school."  
(Interview 2, TRina, 16 Feb)

“I teach tuition for some of my pupils and I always monitor their progress there also” (Interview 6, TAnis, 13 April)

Figure 4.3 shows the relationship of the codes that were collapsed into the theme Variations in authentic assessment.

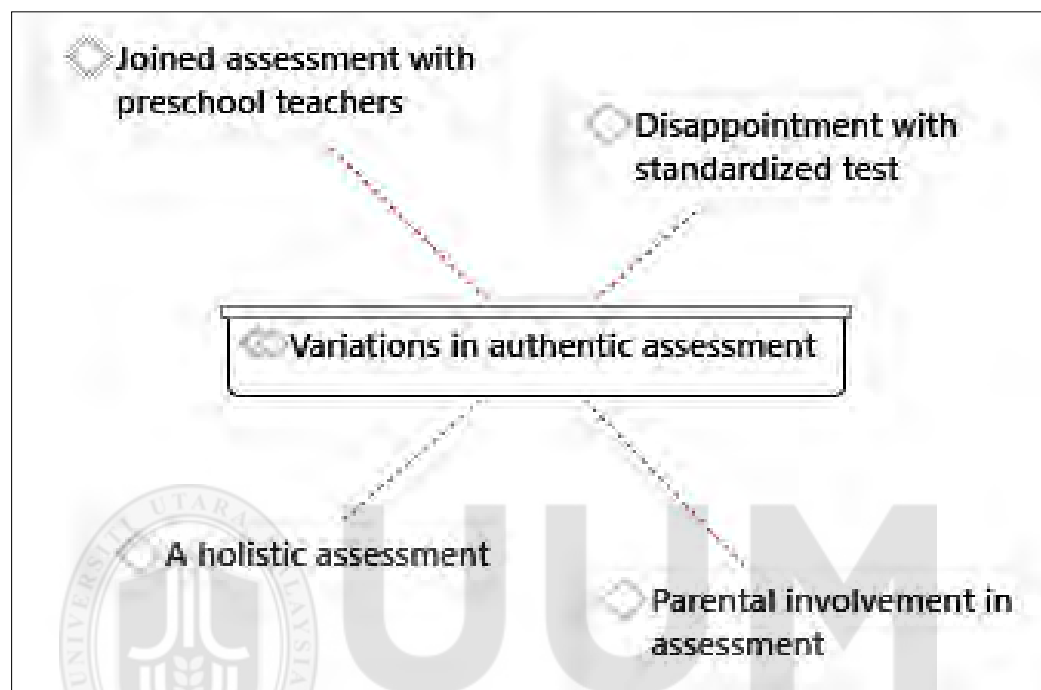


Figure 4.3. Relationship of the codes in Theme 3



#### 4.7.4 Theme 4: Catering for learners' needs

All of them agreed that they would include their young learners' view in designing assessment for PjBL:

"I will tell them how I want to assess the task I assign for them. Some children have good ideas because they may have studied elsewhere like Shazril who was in the U.K. with his family for three years and they are used to different kinds of assessment." (Interview 1, TYana, 19 Jan)

"She would call three pupils each time to the front and provided personal coaching on the grammar errors and sentence construction mistakes found in the class exercises. When she filled the PBS forms, she would talk to the children and tell them where they were and asked them if they agreed with her and later she would motivate them to move to a higher band in the next assessment. Usually, these children would walk back to their seats with amiable smiles on their faces as they agreed with Teacher Mages." (Class observation Week 2, TMages, 20 Feb)

"There were a few times I asked the groups to give me descriptors for presentation scoring. You know what, they are good. They can tell me descriptors like Fluency, Grammar accuracy, Creativity and so on. But of course I have to reword them but the idea is there. It saves my time from thinking too." (Interview 4, TSiti, 23 March)

Teacher Rina included her pupils in peer assessment and her pupils could write comments:

"She also allowed the children to write comments and only 4 forms had written comments like „Your voice is not loud lah“, „Please use a different colour for the keris. I can't see the keris" and „Why do you say „I am dead. You should say I am dying.“" (Class observation Week 2, TRina, 14 Feb)

The teachers shared their thoughts and it was also seen in the classroom observation records by the researcher.

The young learners also shared that they would be very happy if their teacher listened to what they wished to do in the classroom activities.

“I like it when Teacher Siti ask us to write down what we like to do in our future project. I suggested to create a robot. I went for the workshop and I love it.” (Azmir, TSiti’s class, 22 March)

“At the end of the project, we tell Teacher Mages that we want to do another project on cleaning the beach near our school. Teacher Mages smiled and nod her head. I think we will do it. (Saerah, TMages’ class, 18 Jan)

“Our group loved the spending and saving project. It is nice to talk to our neighbours. I want to suggest that to my teacher. I want to go meet my neighbours again and interview them. (TYana’s class, 18 Jan)

Figure 4.4 shows the relationship of the codes that were collapsed into the theme Catering for learners’ needs.

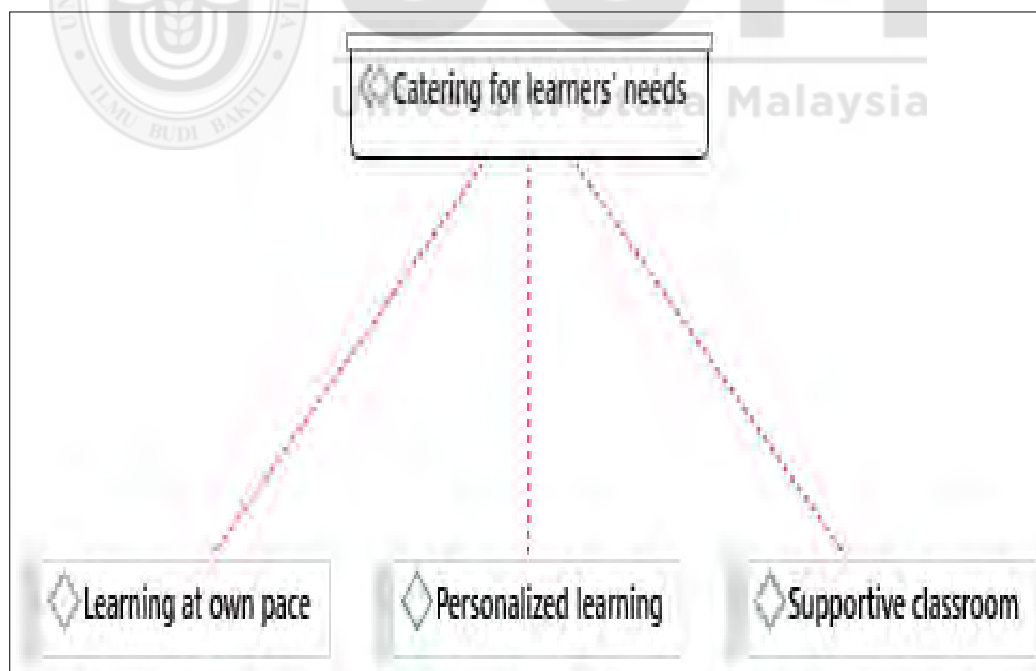


Figure 4.4. Relationship of the codes in Theme 4

#### 4.7.5 Theme 5: Communicating assessment rubrics with young learners

When the teachers were asked on whether or not they would inform what they would like to assess from the young learners, they said:

“I will tell them so that they will get ready. They will know what they need to do. They will prepare themselves.” (Interview 1, TYana, 19 Jan)

“I don’t see it as a problem as they will be more focused on their revision and they will also have a clearer vision on what could be assessed. I think they will be ready and may want to do some read up at home.” (Interview 5, TSusan, 27 March)

“I think it is good so that they can revise and be well-prepared hence their progress will be better. For example, the CEFR document tells everyone- the parents and also the teachers on what the pupils can do at each level. So, we can provide the support for them lah” (Saerah, TMages’ class, 18 Jan)

It was also recorded in the observation notes by the researcher that the teachers discussed the assessment criteria for the projects:

“Teacher Anis informed the pupils that the assessment for the project would be done jointly by the interviewee in the project and also Teacher Anis herself. The checklist form of the assessment would be ticked and commented by the people who were interviewed by the pupils. They had to assess the pupils on their proficiency, mannerism and accuracy in conducting the interview sessions. The form had scoring from 1 to 5 that the interviewees would fill in. The pupils were surprised with the announcement. Dayana and Shahirah exclaimed that it would be fun and they would do the project properly so that the people whom they interviewed would give them good scoring.” (Class observation Week 1, TAnis, 4 April)

The Roadmap also certified the claims by the teachers:

“This will ensure uniformity, clarity, continuity and fairness in assessment, and may also help to prepare the children to take on the challenges ahead in primary education assessment,

giving them the confidence and the ability to respond appropriately and independently.” (The Roadmap, page 152)

This communication was done through updated record keeping by the teachers in their own teaching portfolios for quick reference. The teachers highlighted that communication became easier when records of their assessment was kept evidently:

“I keep my children”s records safely so that when I want to share the rubrics of a task, I can always show samples of good and not so good work for them to see.” (Interview 3, TMages, 21 Feb)

“We have files to keep our pupils” work. So, before I assign a new project, I usually go over with them what areas that they have to improve for example grammar and sentence patterns. They can see their work and they will also suggest something. I like to hear what they think.” (Interview 4, TSiti, 23 March)

“Teacher Susan has a file like portfolio – the white thick ring file where she keeps her PjBL rubrics and some samples of activities. She uses that as reference and she brings it to class also to show it to the pupils.” (Class observation Week 2, TSusan, 29 March).

Figure 4.5 shows the relationship of the codes that were collapsed into the theme Communicating assessment rubrics with young learners.

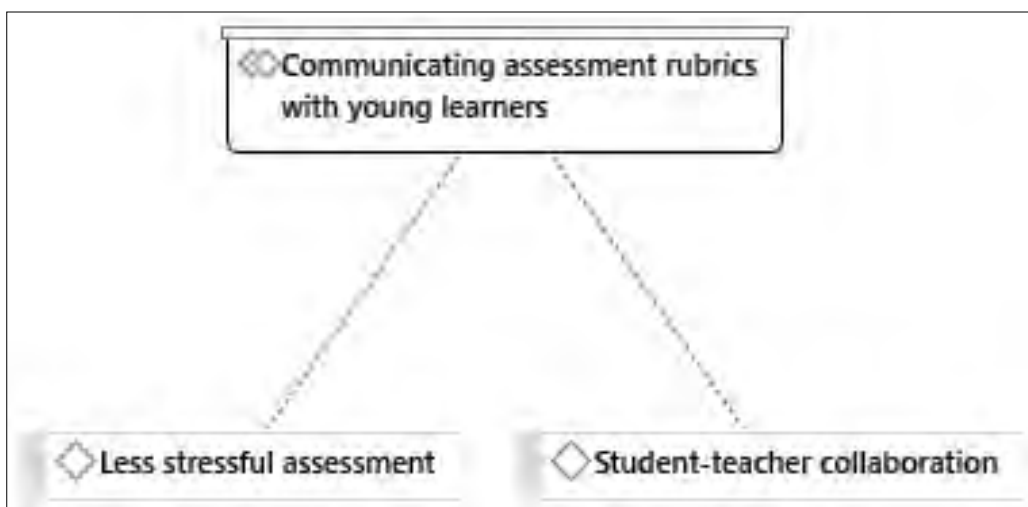


Figure 4.5. Relationship of the codes in Theme 5

#### **4.8 Summary**

In this chapter, the researcher has successfully provided evidences for the sub-themes and themes that were derived through the iterative process that has reached the point of saturation. The researcher evidently showed verbatim from the participants themselves along with claims from the relevant documents and also supported with his classroom observation notes to provide readers better understanding of how authentic assessment was used in PjBL lessons by the excellent teachers.

In the next chapter, the researcher will provide discussion based on the main themes which will answer the research questions that guided this case study.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents discussion of the findings elaborated in Chapter Four. This qualitative case study attempts to answer the research questions from the analysis of the data by looking at emerging patterns through thematic analysis as suggested by Braun and Clarke (2013).

After providing the discussion, the researcher makes some conclusions that recapitulate the themes in this study. The researcher also offers some practical recommendations for future research.

The researcher also provide ten guidelines in embedding and using authentic assessment with project based learning in the primary schools to particularly in English language lessons.

## 5.2 Revisiting the Research Questions

In materializing the current case study, the researcher has abided by the five research objectives which were to:

1. understand the views of young learners in project-based learning and classroom assessment in English language lessons.
2. comprehend the views of excellent teachers regarding classroom assessment.
3. explore the reasons for the implementation of project-based learning in English language lessons.
4. describe the variations of authentic assessment in assessing project-based learning in English language lessons.
5. suggest a guideline for the use of authentic assessment in English Language lessons.

Meanwhile, the research questions were:

1. How do young learners view project-based learning and classroom assessment?
2. How do excellent teachers view classroom assessment?
3. Why are teachers using project-based learning in English lessons?
4. What are the variations of authentic assessment in assessing project-based learning in English Language lessons?
5. How can the elements in the guidelines in using authentic assessment help to assist the teachers in using project-based learning and assessing it in their classroom?

The coming pages will evidently answer the research questions by linking it to the themes from this study and also its relevance with the current literature.

### **5.2.1 RQ 1: How do young learners view project-based learning and classroom assessment?**

The first research question sought to understand young learners' view of PjBL and classroom assessment. This is important because there has been very limited literature that highlights young learners' perspective of PjBL and classroom assessment.

The young learners in this study primarily voiced out that PjBL approach adopted by their teachers is a fun learning experience for them since it has three main elements namely: group discussion, presentation and fun assessment. This is agreeable by Sumarni (2015) who described that PjBL creates a fun learning environment for learners to adore the learning process. This is important for the young learners to be immersed in a fun environment while learning in order to absorb the most from the lessons in their classroom.

The excellent teachers used varied techniques like drama, big book, inviting a police officer into the class and using the Virtual Learning Environment to be part of the PjBL activities. These enjoyable techniques resulted in attracting the young learners' attention and making them want to perform better. Lenz, Bob, Wells, Justin and Kingston (2015) opined that education and educating is a serious matter but it can always be carried out in a fun and entertaining means. As it was evident in this case



study, most of the young learners voiced out that they felt good when they participated in PjBL activities and it made them happy and motivated. This is a strong point worth being considered by teachers because when young learners feel motivated, they will perform better in their studies.

The cooperation in working hard to make their project-based learning a success is also part of what the young learners liked. Genc (2015) appraised that cooperation was among the skills that learners develop while a PjBL model is being adopted in their class a teaching method as elements of the Active Learning theory and the Constructivist approach towards learning were rampant in this study.

Regarding the issue on the teacher adopting a less stressful way of assessment, the young learners exclaimed that they loved the elements of paragogy that their teachers introduced in the class even though for many of them it was the first time doing such authentic assessment. Ministry of Education Malaysia (2015) has suggested teachers to use authentic assessment with pupils involved in project-based learning. This is also supported by López-Pastor, Kirk, Lorente-Catalán, MacPhail, & Macdonald (2013) who confirmed that authentic assessment produced a robust interconnection between teaching, assessment and learning.

The authentic assessment used by their teacher in the classroom made the young learners feel more positive towards assessment. This is contradicting McGarrigle (2013) who elaborated that his students did not favour peer assessment because they were stressed out marking their peers essays in the classroom. The methods of peer

assessment used by the excellent teachers in study were varied and attractive which made the young learners like using it in their classroom.

### **5.2.2 RQ 2: How do excellent teachers view classroom assessment?**

Since they were involved in using authentic assessment in their classrooms, the excellent teachers were in favour of it even though their school administration still wanted them to include summative assessment as part of their assessment procedures. This is agreed upon by Frey and Schmitt (2010) who explained that the Indonesian Ministry of Education Order no 66 in 2013 believed that the on-going assessment in the classroom was to get learners ready for summative assessment.

They also believed that assessment rubrics must be communicated with the learners. This is because the rubrics provide detailed description of what is to be achieved by the learners and the statements are clear and achievable. If learners know what they are expected of, they will perform better in the assessment. Fox, Freeman, Hughes, and Murphy (2017) elucidated that that when rubrics are communicated with the learners prior to assessment, it will lower their anxiety, increase students' confidence and give a sense of fairness.

The excellent teachers felt that classroom assessment that used authentic elements would cater for the needs of the learners. They strongly agreed that their young learners who were in mixed ability classes could do well in all the activities because their needs were catered for. They were receiving the help they need from their friends and also teachers. Li (2012) in her research revealed that when learners' needs are taken care of, learning becomes easy for them.

Apart from catering for the needs, the excellent teachers also felt that authentic assessment gives them the autonomy to do what was best for their young learners. In this study, they planned, decided and used different forms of assessment without having to follow what was prescribed for them. They did extra reading and showed that they could manage their classes well and improve their professional knowledge on assessing the young learners when they adopted PjBL approach in their respective classroom. Contrastingly, findings from Azis (2015) showed that teachers in his research resorted to practices of assessment of learning (summative) because they could not cope with the dominant pressure and role of external examinations even though they were reported to be confident to use authentic assessment in informal classroom situations that gave room for autonomy.

In this study, the excellent teachers were unwaveringly supportive towards communicating assessment rubrics with their learners. They believed that when the learners are informed about what they are expected to do or perform, they do it so much better. This is not materialised in the research by Cook and Weaver (2015) who criticized that the rubrics did not help the learners as they kept disrupting their teachers even after teacher had informed them to use the rubrics given as a guide for their project. Here, in this study, the teachers explained the rubrics to the class in advance before the project started and provided a copy of the rubrics to the groups for their reference.

### **5.2.3 RQ 3: Why are excellent teachers using project-based learning in English lessons?**

All the excellent teachers in study adopted the PjBL approach in their classroom as it was a student-centred approach. All of them believed in an approach that gives the focus on the learners' development of the four language skills, namely listening, speaking, reading and writing. This is parallel with Harrigan (2014) who acknowledged that PjBL is a student-centred class activity that enhances creativity and problem solving. In this study, the excellent teachers provided a platform for a plethora of activities to be carried out by the young learners under the umbrella of boosting their creative and critical thinking skills.

The teachers also agreed that they used PjBL as part of their teaching and learning to get the learners to cooperate and work in groups. This idea of teamwork is important and has been accredited by Ministry of Education Malaysia (2015) in the blueprint that teachers must strive to promote cooperation and togetherness among learners through the medium in their classroom. The excellent teachers in this study opined that one of the best ways to get the children to mingle is through group activities.

Apart from that, the teachers used PjBL in their classes and found that it is enhancing their teaching practices in terms of their questioning technique, planning of lessons and knowledge on assessment. Price, Pierson and Light (2011) deliberated that in realizing the agenda for 21<sup>st</sup> century teaching and learning, teachers must improve on and rethink their teaching practices. The teachers in this study were reflective and wanted to keep updating themselves and also improve their instructional method to do better for their young learners.

Project-based learning was also used in this study as to instil creative thinking among the young learners. The teachers believed that the activities such as group discussion, brainstorming and justifying their work in their PjBL provided a platform for the young learners to apply higher order thinking skills in their classroom tasks. This is also evident in the research by Mansor et al. (2013) who claimed that their participants in the research were creative in solving the tasks that were assigned to them.

Subsequently, the excellent teachers also adopted PjBL approach into their teaching practice because they wanted to improve their teaching styles. This is an extraordinary response that the researcher felt worth sharing in the discussion. The teachers felt that they had to upgrade their teaching activities to match with 21<sup>st</sup> century needs and PjBL was a good method that consisted of many important elements of 21<sup>st</sup> century teaching and learning. Their claim was parallel with Han, Capraro and Capraro (2015) who convinced that PjBL improved the instructional skills of the teachers.

Since the English language is a second language for the young learners in this study, the excellent teachers highlighted that they wanted to arouse the interest of their learners and make them attracted to learn English through the use of PjBL. They engaged their learners in the fun activities. Akpan and Beard (2016) depicted that apart from arousing interest of learners, PjBL also increases the curiosity of young learners to learn something new.

#### **5.2.4 RQ 4: What are the variations of authentic assessment in assessing project-based learning in English language lessons?**

The excellent teachers in this study believed that there is a variation in classroom assessment that they used in their class. This is corroborated by scholars in assessment (McMillan, 2013; López-Pastor et al., 2013) that there are three types of assessment which are assessment of learning, assessment for learning and assessment as learning and authentic assessment falls in assessment for learning.

The different techniques they used in materializing authentic assessment in this study are namely self-assessment, peer assessment, feedback, reflective questioning and observation of pupils' progress which were enjoyed by the young learners and their responses were positive towards these techniques. Webb and Moallem (2016) suggested a brilliant idea to improve the practice of self-assessment which can be managed easily and relevant to young learners. They said that rather than providing self-assessment sheet to every individual, it can be made in a group self-assessment whereby the members can go through the sheet as a group and evaluate. This promotes discussion and also creates a positive debate.

Peer assessment was also another variation of authentic assessment which was used in the case study involving the excellent teachers in this study. They adapted various peer assessment forms and checklist to be used in their classroom. Before allowing pupils to use the forms, thorough explanation was provided for the pupils to understand and practice assessing their friends for the PjBL activities. English and Kitsantas (2013) reiterated that peer assessment is one of the key elements in PjBL approach which should be given emphasis by teachers.

For feedback, the excellent teachers facilitated the groups from one table to another and provided resources where and when necessary. The role as a facilitator is also suggested by Rambely et al. (2013) in their research that good teachers provided an environment for their learners to develop. The feedbacks given by the excellent teachers were constructive and motivational as they were positively accepted by their young learners. The feedback given was for the learners to prepare a better draft, to improve on wrong sentences and also to offer another idea for their project (Akhter, 2007).

The excellent teachers who used reflective questioning found that their pupils started to be more critical in their own work. If previously they were quite laid back when submitting their work, now they were more concerned to check and reflect on it first before submitting and this has reduced their tendency of making more language errors. This practice of reflective questioning by the teacher leads to self-monitoring which encourages the learners to evaluate and read their work again (Mawlawi Diab, 2016)

Observation of young learners' progress was also another variation of authentic assessment used in this case study. The teachers observed their pupils' improvement and recorded it in the school-based assessment reporting as instructed by their administration. This aided the teachers to review and provide them the correct feedback and guide them to work on the PjBL activities. English and Kitsantas (2013) explained that constant and continuous observation by the teacher, it has allowed for positive feedback sharing with the learners which led to self-regulated learning among the learners.

#### **5.2.5 RQ 5: What are the elements in the guidelines in using authentic assessment that help the teachers in using project-based learning in the classrooms?**

Since the teachers in the primary school do not have a clear guideline to use authentic assessment in their classroom, the suggested guidelines will be able to guide teachers to use PjBL and authentic assessment in Year 5 English classrooms.

There are various activities that teachers can adopt to make PjBL fun and interesting. In this study, the excellent teachers have given a sample of engaging activities for teachers to model them in their respective classroom. Thomas (2000), Bae and Kokka (2016) identified that a task would be engaging if it makes use of real life experiences which are authentic and relevant to the learners. This was what carried out by the excellent teachers in this study.

Since learners cooperation is also an essential part in PjBL, the guidelines suggest that teachers involve learners to be in groups and carry out group activities. Mansor, Hee Leng, Sattar Rasul, Amnah Raof and Yusoff (2013) espoused that group work encouraged the participants in their study to collaborate with their classmates in completing the assigned task.

The guidelines also promote the use of a varied assessment tool to yield better outcome of learning. Since peer assessment, self-assessment and feedback are suggested in the guidelines, teachers can use digital tools to design or adopt available forms online for their use in the classroom (Azis, 2015). With digital tools, record keeping will be eased and retrieved anytime it is needed.



The guidelines promote teacher-student partnership whereby teachers can inform and discuss project rubrics and assessment rubrics with young learners. Teachers can ask the children what they want to do in a PjBL activity and the teacher can accept it if the suggestion is pertinent to the task that is set for them. Campos and O'Hern (2007) suggested that this partnership will be a contributing factor for learners' success. They also suggested that the partnership could be enhanced with parental involvement which was also mentioned by the excellent teachers in this study.

The excellent teachers also highlighted that they could align their assessment activities with CEFR as suggested by the ministry. CEFR is an authentic framework that looks at what a learner can achieve and scaffolds their progress. The guidelines that were derived from the data were also linked with CEFR for teachers to use as a supplementary tool. This is asserted by Sidhu, Kaur, and Chi (2018) who shared the importance of formative assessment in primary schools which teachers can use to record evidence of student learning and to prepare following instruction and learning based on this evidence.

The elements derived from the findings are:

- 1) Clear instructions for learners
- 2) Assign authentic tasks
- 3) Allocate enough time for the PjBL activities
- 4) Provide samples of PjBL activities
- 5) Include learners' opinion in designing task and assessment
- 6) Design fun activities

- 7) Involve the use of self-assessment and peer assessment
- 8) Involve parents or guardians in the process of assessment
- 9) Provide constant feedback for the task done by the young learners
- 10) Keep records of the activities and assessment.

Further elaboration on these elements will be explained in Section 5.5.2.

### **5.3 Conclusion**

Based on the detailed discussion above which answered the research questions, the researcher has come up with several conclusions. Firstly, PjBL activities should be filled with fun, engaging and cooperative elements as to promote communication, critical thinking, collaboration and creativity among the young learners. This is important because it is one of the elements of the 21<sup>st</sup> century teaching and learning skills and it promotes student-centred learning throughout the activities used in the classroom.

Secondly, teachers should have knowledge on authentic assessment practices to enable them to carry out the assessment in the classroom without hitches. The knowledge they have will make them a better teacher and carry out authentic assessment in a more systematic way which will guide the young learners to achieve their highest potential.

Thirdly, including authentic assessment as part of assessing young learners is a commendable effort to move away from a rigid standardized assessment. Teachers can be creative in coming up with various assessment tools to check on their

learners' progress and proficiency. There are many variations of authentic assessment which can be applied in the classroom of young learners.

Lastly, teachers should involve learners' views in catering for their needs in the classroom as much as PjBL activities are concerned. Teachers can design activities and adapt from online resources but if the activities do not match the needs of the learners, it would not achieve the initial objectives set for them.

#### **5.4 Recommendation and implication of the study**

After conducting this study, the researcher could offer a few recommendations for future research. To start with, future research can be focused on getting more responses from other teachers in several states in Malaysia to see how authentic assessment is used in their setting. It would be enlightening to know it even though authentic assessment is still new in Malaysian primary schools. If funds are allocated for the future research, more excellent teachers from other states in Malaysia can be invited to participate in this research. This will in return provide researchers with new area of research that can be studied.

Secondly, more studies on improving authentic assessment practices should be carried out as to illuminate the variety of practices that can be modelled for teachers to adapt into their respective classrooms. This can serve as professional learning community of best practices. Since authentic assessment is mentioned in the literature, effort should be made to amplify research in this area to cater for the needs of the body of knowledge and to highlight on improving the practice.

Next, linking authentic assessment with other methods of teaching apart from PjBL should be carried out as to give teachers an array of activities to choose from to improve teaching practices in their classroom as well as to cater for the needs of the 21<sup>st</sup> century learners who are moving with Industrial Revolution 4.0. Using portfolio as authentic assessment is an area that be collaborated with the current study.

Apart from that, teachers can also adopt various authentic assessment techniques to be used in the classroom. This effort is to divert from strictly using summative assessment as the only form of assessment.

Finally, future research can use a mixed-method approach in the aspiration to study the effectiveness of using authentic assessment in the classroom. This is important for educators to weigh the importance of using authentic assessment in their respective classroom.

In this study, two major theories were abided by and merged. They are Theory of Constructivism (1978) and Active Learning theory (1916). In both theories, it is suggested that learners are given ample space and time for them to construct their own meaning from what they learn. Teachers function as a facilitator to provide assistance when need. As this study adopts authentic assessment, peers play an integral role in the learning too. They help each other to complete the task assigned.

The theory of Constructivism suggests that learners use social interaction to build network and make meaning meanwhile the Active Learning theory advocates learners to be active and participate in all classroom activities. In this study, as PjBL

is the method of teaching, these two theories are merged and it provided a new framework for learning.

The researcher innovated and simplified the survey instrument from Beane (2016), Ahmad and Mussawy (2009) and Harrigan (2014) into an interview protocol for the teachers and learners. It is a contribution to the qualitative research which can be replicated by other researchers. The researcher also used interviews with young learners which is not a common method for local researches. This study can serve as a reference for other future inquiries.

#### **5.5 Novelty - Guidelines in using authentic assessment with PjBL with young learners**

From the findings in this current study and the discussion above, a set of guidelines are derived for teachers in the primary schools as a guide for them in using authentic assessment with PjBL. This is also suggested by Azmanirah et al. (2014) who felt that without a guide, assessment procedures will still be in a traditional method. There are ten guidelines that teachers can abide by based on the current study. The guidelines serve to provide an overview of how authentic assessment can be carried out in PjBL activities. These guidelines can be a basis for teachers who are new to authentic assessment. Examples and explanation will be provided in the guidelines for the teachers to think and use them in their classrooms. It is also embedded with best practices by the excellent teachers which can be a model for others to practise and improve in their own setting of the classrooms.

### 5.5.1 The organisation of using authentic assessment with PjBL with young learners

The activities and assessment should be planned accordingly and include aspects such as:

i) the pupils and class to be assessed



ii) the duration of task and assessment



iii) the frequency of assessment



iv) the type of instrument



v) the reporting method



### 5.5.2 Guidelines for authentic assessment

There are 10 guidelines derived from the themes and data. The guidelines provide clear methods in using authentic assessment with young learners. The researcher used *Lembaga Peperiksaan Malaysia* (2008) school based assessment oral assessment guidelines as the template to prepare the current guidelines. The source was a relevant document as *Lembaga Peperiksaan Malaysia* is the institution that is accountable for assessment issues, procedures and implementation for all Malaysian primary schools.

### *Guideline 1: Clear instructions for learners*

Teachers should prepare a clear set of instructions, typed and shown to the young learners. Teachers should also run through the instructions and explain how it works. Questions should be allowed and answered. The instructions should consist of the task that the teachers want to assign. Each PjBL activity will have varied instructions. The instructions can be based on a set of rubrics (Azim & Khan, 2012) that details down the task each member in the group should do. This encourages individual responsibility in their respective groups. The language that is used in forming the instructions must be simple with the help of graphic to make the instructions easily comprehensible.

There might be learners with different abilities in the classroom. The instructions from the teacher should be able to cater for the needs of the target pupils. As such, teachers must also identify the learners in the class before preparing the instructions for them to start their PjBL. Teachers can also encourage learners in the class to elaborate more on the task to their friends who are quiet and introverts.

Teachers can refer to PjBL websites and books to prepare the instruction for each activity. These instructions will help the young learners to follow the plan of work easily and tick on the checklist once they have completed the task. The excellent teachers in this study browsed ESL websites and also British Council materials on CEFR to aid them in preparing the rubrics for the young learners. A list of relevant websites that can be of help is attached below for the reference of teachers:

1) [www.InternetTESLJournal.com](http://www.InternetTESLJournal.com)

2) [www.everythingESL.com](http://www.everythingESL.com)

3) [www.ESLMania.com](http://www.ESLMania.com)

4) [www.eslkidstuff.com](http://www.eslkidstuff.com)

5) [www.britishcouncil.my](http://www.britishcouncil.my)

In this study, the excellent teachers have simplified the language in the rubrics either by using short imperative sentences or cartoon based rubrics for the ease of the young learners to read and abide by. Using cartoon based rubrics attract the learners' attention to the lesson being taught and make them use the rubrics as precisely as possible.

Besides that, the excellent teachers also elected „little teachers“ among the learners to assist their friends in reading and understanding the tasks and rubrics given to them. This helps in scaffolding them from where they are to a better stage.



## *Guideline 2: Assign authentic task*

An authentic task is defined as assignments given to young learners to assess their ability to apply knowledge that they learn to the real world setting. Here, it means the young learners are asked to prepare their own responses rather than picking from the ones presented as well as to provide solutions for the challenges faced in the real world. The task can be product-based or performance-based, depending on the nature of the task.

Table 5.1 illustrates the examples of tasks for the reference of the teachers which was adapted from Mueller (2005).

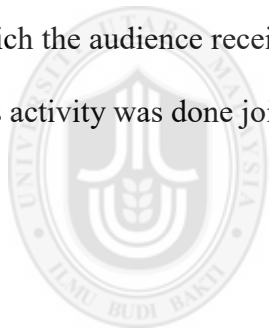
Table 5.1

### *Examples of authentic tasks*

<b>Product-based tasks</b>	<b>Performance-based tasks</b>
Essays/stories/poems	Experiment
Speech	Drama
Book reviews	Role-plays
Journals	Debates
Diary entry	Oral presentations
Interviews	Skits
Survey	Choral speaking
Posters	Poetry recital
Bulletins	Teaching/Explaining
Awareness campaigns	Athletic competitions

For example, the excellent teacher assigned the young learners to interview a police officer regarding the issue of crimes and thefts that happen in their neighbourhood rather than just downloading the information from the Internet. In return, the police officer gave feedback in written form to the teacher about the learners' performance on how they carry out the interview, the proper questions asked and the manner it is done. Such authentic task will give the young learners ample practice in using the target language and at the same time learning it in a fun and meaningful way.

Another excellent teacher in this study assigned the young learners to prepare Big Books to be used with pre-schoolers in their school. It is a very authentic task in which the audience receives the benefits from the young learners. The assessment for this activity was done jointly with the pre-school teachers.



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*Guideline 3: Allocate enough time for the PjBL activities*

The teacher should inform and allocate enough time for the completion of the PjBL activity. As suggested in the literature, two weeks for a project-based learning would suffice for primary school students.

Since each lesson can cater for some parts of the project-based learning, teachers should provide a tentative for the learners to abide by. For example, the teachers can allocate 30 minutes for the discussion activity and one day for sourcing out for information for the project that they are embarked on.

This time allocation is important because the learners have to plan their work. For instance, if the teacher wants them to discuss in groups, a few minutes should be given for them to brainstorm and provide responses.

When they are given enough time to carry out the activities in PjBL, they will be able to produce a better end-product. The most important thing that teachers have to remember is that the process matters the most. If the process is systematically carried out, the output will improve in time with practice.

For time allocation, the best practice shared by the excellent teachers in this study is the use of relief periods and extra school hours. They went the extra mile in making sure the young learners complete the PjBL activities by allowing them the extra time and using time as wisely and productively as possible.

#### *Guideline 4: Provide samples of PjBL activities*

Since the target users of PjBL might be novice teachers, it is timely and important to provide samples of PjBL activities within the syllabus as a guide for the teachers. Samples of PjBL activities that they show the learners can enhance their thinking and with group work, the learners can brainstorm and come up with interesting end-product.

The samples can be retrieved from the Internet, books, and articles or even from students who have done it previously. It can be viewed in a gallery walk method whereby clarification can be made to the queries by the learners. This can stimulate their thinking and reflection can be done at the end of the gallery walk. Teachers can ask the young learners to comment on the samples they have seen by talking about the content, presentation and language. To help with the comments, teachers can provide an observation checklist where the young learners can tick while going around the class seeing the samples. Here, authentic elements of learning are already introduced with the use of observation checklist.

The samples also serve as a guide for the young learners who embark on this journey of PjBL for the first time in their learning. It might be difficult and confusing for them, so, it is the role of the teacher to clear the air and provide pertinent information and samples for the learners to learn from.

*Guideline 5: Include learners' opinion in designing task and assessment*

Learners" should be included in designing of task and assessment. Since they are the ones who will embark on the task, it is imperative to get to know what they think. This in return engenders their ability to perform the task in a better way and accomplishing it at a satisfactory level. Establishing the rapport with learners is one of the important elements in teaching of second language. Since the PjBL activity is to immerse the young learners in the target language (Wang, 2017), it is wise to involve them in the design of the activity and assessment.

The learner will also have an opportunity to reflect on and demonstrate their thinking. Besides that, when learners are included in the assessment process, it will give them ownership over the learning process. McConnell (1999) felt that when this collaboration happens, cooperative learning will be enhanced, learning will be supported and lifelong learning skills will be developed.

The excellent teachers informed the researcher that in their context, the rubrics for the assessment of their PjBL activities was designed only after brainstorming and discussing each rubric with the young learners. For example, the teachers asked the young learners to tell them what is categorized as good and excellent as opposed to bad and not performing. This in return makes the young learners to work hard and produce a project which is of quality.

### *Guideline 6: Design fun activities*

In the PjBL activities, teachers should design fun, engaging and meaningful tasks for the learners to do. Learning happens when the environment is pleasing for the young learners to work in. Through fun activities, learners will discover new knowledge, practise skills and acquire invaluable experiences.

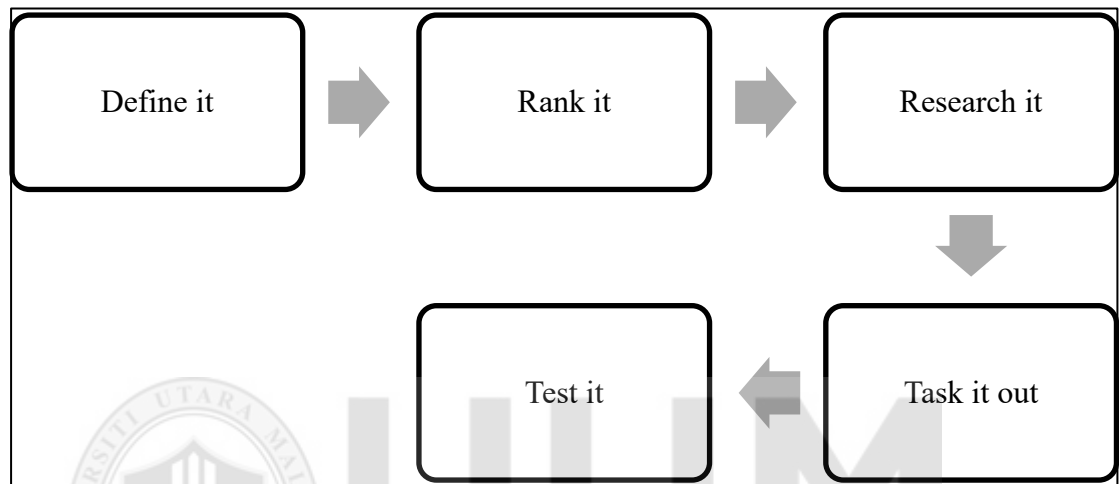
While designing the activities, the teacher should keep in mind the level of the learners and their ability in order to reap the best out of the tasks assigned. Gelman (2011) shared five steps in designing fun activities for young learners. In defining, the teachers must know what fun means in the classroom. The excellent teachers used activities like making chappatis, interviewing neighbours and school guards, working with pre-schoolers and drama presentation.

Next, teachers should be able to rank the activities that they have in mind according to the priority. After that, teachers should embark on a simple research by reading on sample activities which are fun for the classroom. Ample books are available and these two books are suggested by the excellent teachers in this study:

- i) Projects with young learners by Diane Phillips, Sarah Burwood and Helen Dunford
- ii) Assessing young learners by Sophie Ioannou and Pavlos Pavlou

Later, the teachers will be able to list and arrange the activities. This process is iterative. The excellent teachers involved the opinion of the young learners in asking them which activity they wanted to do first because topic in the textbook is free to be used by the teachers as long as the learning skills in the syllabus are covered.

Finally, the teachers can implement it in the class and reflect on it. Teachers can also include reflection from the young learners and apply SWOT for the activities as mentioned by the excellent teachers in this study. The summary of steps in designing fun activities is in Figure 5.1.



*Figure 5.1.* Steps in designing fun activities

*Guideline 7: Involve the use of self-assessment and peer assessment*

Authentic assessment has various techniques that can be used in the classroom and among them are self-assessment, peer-assessment and feedback. Elements of pedagogy (Lee & Rofe, 2016) are vital in 21<sup>st</sup> century learning. Teachers can design their own assessment checklist which fits their class. Inclusion of cartoons will make the assessment sheet look more learner-friendly and less threatening. Self-assessment with young learners will be a fun experience if teachers use the correct and relevant instrument.

Teachers can reflect on the practices by reading more on using authentic assessment in PjBL. Their current practice can be enhanced with the use of these simple guidelines in materializing PjBL in their respective classes. Discussion with colleagues and other practitioners of PjBL and authentic assessment will shed light on ambiguous areas that the teachers need help with.

There are guidelines in using self and peer assessment in the classroom (López-Pastor et al., 2013). Teachers should understand completely on how to use them and design one that fits the best in their classroom. Through practice and reading, teachers will be able to incorporate these variations of assessment in the process even though it is still at the initial stage of implementation in our education system.

In this study, the excellent teachers use smiley-based assessment forms for peer and self-assessment as to create a less intimidating environment. The data showed that the young learners enjoyed the assessment sessions.



*Guideline 8: Involve parents or guardians in the process of assessment*

Parents and guardians can be included in the process of using authentic assessment in the classroom. It is evident that parents assist young learners at home in completing the PjBL activities. They support the young learners in the aspect of jointly sourcing for information, funding and motivating them in their studies.

They can be given checklist or comment cards to be filled up pertaining to the PjBL activities that the young learners do at home. It is authentic because the young learners do the activities under the supervision of their parents. Parents of the young learners in this research commented on the strength and weaknesses of the children while they worked under their supervision. The children used opinions from their parents to contribute for the PjBL activity. This information is essential for the teachers at school to provide necessary support when they are at school.

Fredericks and Rasinski (1990, p.346) proposed three principles that can be followed in involving parents in the assessment process:

- i) Involving parents in the assessment process must be an integral part of the program
- ii) Parent assessment procedures must be conducted comprehensively
- iii) Parents involvement in assessment must be approached systematically.

These principles highlight the proper method of involving parents in the assessment process.

*Guideline 9: Provide constant feedback for the task done by the young learners*

Since PjBL goes for duration of two weeks, teachers should monitor the progress of young learners consistently. This will in return put the children on their toes. Teachers must be clear of the objective of the feedback. Here, it serves to improve the PjBL activity or the young learners' performance. It can be given in written comments or verbally depending on the relevance and nature of task (Deane et al., 2015). This feedback is important and should be timely because it will guide the young learners from where they are to where they are going.

Feedback can also be given in the form of questions for the young learners to think and act upon. Since this involves group project, they can work on the reflective questions in their groups and attempt it in a collective basis. This would encourage reflective practice (Bucholz & Sheffler, 2009) from a very young age for them.

Teachers must understand that feedback does not necessarily have to be something the learners have to improve on (D. Li, Zhang, & He, 2015) but conversely, it can also commend their hard work and outstanding effort (Eriksson, Björklund Boistrup, & Thornberg, 2017). This will motivate the learners to perform better in a meaningful way.

Teachers' role here is crucial in developing learners who are critical with their work and strive to perform their best. The excellent teachers provided written as well as oral feedback almost immediately after seeing the work of the young learners. This constant feedback was helpful for the children to improve in their work.

#### *Guideline 10: Keep records of the activities and assessment*

Teachers must keep the records of the activities and assessment neatly for audit and future references. This is important because during monitoring and coaching by state education officers, these records can serve as evidence of the teacher's work. This can also communicate the young learners' progress in the target language through the use of PjBL activities which is student-centred.

It will be great if all the records are stored in a digital space and retrieved easily when needed. With technology at fingertips, digitalization is not an issue. Since schools are not equipped with enough cupboards or storage compartments, saving the records online and in cloud storage will be an effective alternative. There is plenty of free cloud storage that teachers can use to ease their jobs of keeping the records safe.

It is also thoughtful not to print and use papers but instead save the necessary documents online. This record can also be shared with parents during the open day of the school. Since partnership with parents is encouraged, they can also update the record at the column where parents can comment and write suggestion for the betterment of the young learners.

The records should also be shared with the young learners so that they know where they are and how they can help themselves to move better in their studies. The record should motivate the learners to perform better.

The ten guidelines highlighted the process of using authentic assessment with project-based learning with young learners.

Figure 5.2 shows the summary of the ten guidelines that teachers can abide by when using authentic assessment.

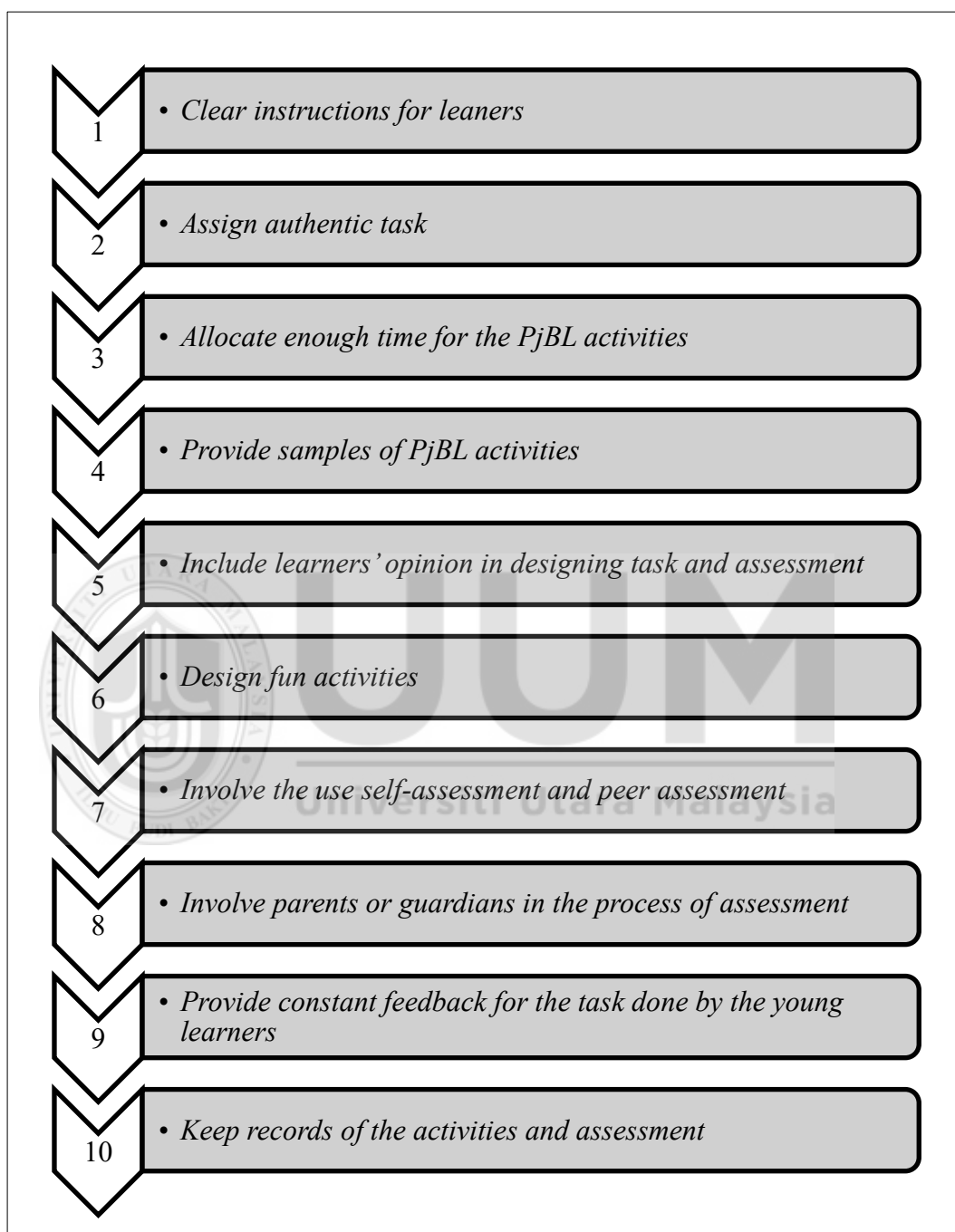


Figure 5.2. Guidelines in using authentic assessment with PjBL

## 5.6 Summary

This chapter answered the research questions by linking them with the themes that emerged from the data. The researcher provided critical discussion by relating the themes in this study with previous researches in the area of PjBL and authentic assessment.

The researcher also made conclusions based on the themes and provided recommendations for future research. Ten guidelines in using authentic assessment with PjBL were also provided as the novelty of this study which was derived from the themes in this study. The guidelines are wished to be helpful for teachers in designing and implementing authentic assessment in their PjBL lessons.



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## **Appendix A**

### **Sample Interview Protocol with Teachers**

1. How would do you describe the project-based learning approach as compared to “traditional” teaching?

- Where do you get this idea to use PjBL in your classes, teacher?

- Based on my observation, I noticed that you use projects in your English classes. How frequent do you use projects?

- Do you consider these projects as just projects or they can be categorized as project-based learning?

- Teacher, what else can you say the difference is between a project and PjBL?

- If you think traditional teaching is chalk and talk, then can you please elaborate and compare both?

- How systematic is PjBL?

2. How has using project-based learning (PjBL) affected your lesson delivery (or teaching) of English Language?

- Examples of things that you may not see if you don’t use project-based learning are like what?

3. Explain any contribution that PjBL has made on the structure of your class.

- What about your delivery of lessons? How project-based learning influences the way you teach?

4. How has the knowledge students gained or did not gain through PjBL change your perception of project-based learning?

- What about the students? How do you think they respond to project based learning?

- What about their learning? Is there any progress so far?

- So, do you think project-based learning is gradually helping your pupils gain proficiency?



- What kind of positive attitude you have in teaching them?

5. How have the skills that students have learned through PjBL affected your planning for lessons?

- What other skills they (the pupils) have acquired from using project-based learning in class?

6. Tell me about your overall experiences integrating or implementing PjBL in the classroom.

- What about your part? Is it difficult to carry out project-based learning?

- What kind of preparation you mean here?

7. Why do you use PjBL in your classes?

- Why else is the reason you use PjBL in your classes?

- Apart from pupils being able to communicate and tolerate one another, what else is the reason for you to use project-based learning in your class?

8. What are the concerns or challenges in the implementation of PjBL in your own classroom?

- Other than these challenges, what about your own challenges that comes from you?

- What about the support from school administration, parents, your colleagues and pupils? Do you receive enough support and encouragement from these people? Can you comment a little on this?

9. Based on your experiences integrating or implementing project-based learning, will you continue to use PjBL in your classroom and suggest other friends and colleagues to use it too? Why or why not?

10. What do you think of classroom assessment?

-How do you assess your pupils?

-Apart from the exams and PBD forms, what else do you do?

11. Since you have used some forms of authentic assessment, do you think it works with your class? I mean, are you happy with the data that you get from observing your pupils' performance and so forth?

-How do you decide that it is good for your pupils?

12. How do you think your students feel when you use this „different“ assessment with their PjBL?

-Did they tell you that they are happy? What did they say?

13. What do you think about using peer assessment in the class?

-How do you make your pupils not cheat or become dishonest while assessing their peers?

14. I see that parents involve in your PjBL activities. Have you tried involving them in the assessment as well?

-I agree that they are quite sceptical. How do you go about telling them that this is good?

15. What do you think you need when you are using this new assessment with your pupils?

-Great that the school admin supports you. What else do you need?

-Do you go for any training from Lembaga for instance?

16. Would you continue using this assessment in your class?

17. Is there anything you would like to add to this interview?

Adapted from Ahmad and Mussawy (2009), Beane (2016) and Harrigan (2014).

## **Appendix B**

### **Sample Interview Transcription with Teachers**

Interview with : Teacher Rina

Date : 16 February

Interviewer : Muhammad Noor

MN: Assalamualaikum Teacher Ina. Thank you for agreeing to participate in this interview. Hmm.. Is it ok if we start our interview today?

TR: Waalaikumsalam. You are most welcome. I am more than happy to be part of your research. (Laughs). Sure, sure can start one. No worries.

MN: Based on my observation, I noticed that you use projects in your English classes. How frequent do you use projects?

TR: Well, my children (the pupils) love doing projects. Usually, I use projects for most of my topics in the textbook. Let say there are 15 topics in the textbook, I think I will use projects in maybe 10 or more topics.

MN: That's quite a number of projects the pupils have to do huh. Do you consider these projects as just projects or they can be categorized as project-based learning?

TR: I donno how to define the difference in project and project-based learning. But what I know is that projects are just a classroom activity and project-based learning is a method the teacher use to deliver the lessons. Am I right? (Laughs)

MN: (Smiles) yes yes you have some outlining idea about project-based learning. Good. What else do you think is the differences?

TR: Hmm.. Can't think ready la. (laughs). No la just kidding. I think in project the children just get marks for what they come up with, but in project-based learning, I see all, from they start planning, doing, presenting and finally sending their assignment.

MN: That's a clear difference. I really enjoy seeing you using various activities in the two weeks' project with the pupils. Teacher Ina, how would you compare project-based learning to traditional teaching?

- TR: You mean traditional teaching as chalk and talk is it? (Laughs loudly)
- MN: If you think traditional teaching is chalk and talk, then can you please elaborate and compare both?
- TR: You are like catching me. (Laughs) Anyways, in traditional teaching, the teacher talks a lot. Do a lot of work. The teacher makes a lot of movement and so forth. But in project-based learning, the teacher is just like a prefect. (Laughs). I will stand and answer questions. Mostly questions are asked by my children, not me asking questions.
- MN: You mean in project-based learning, the pupils control the learning?
- TR: Yes, they control and navigate the learning. I help to facilitate. Yes, that's the word. I function like a facilitator.
- MN: I can agree with you because I see that happening in the class. I like it when you assign roles for every pupil in the group and they work accordingly. Do you find the role assignment helpful?
- TR: Of course it is helpful. If not, my class will be in a haywire condition. (laughs). Boys and girls will be running amok then. I will get headache then. (Laughs) I assign them roles so that they learn to be independent. Plus I hate it when I see sleeping partners in the groups. So with these roles, I can actually check them indirectly.
- MN: Good, teacher. You assign roles well. I see there are Leaders, Scribblers, Presenters and Assistants. Did I miss anything else?
- TR: You missed Helpers. These helpers are those who have to go around get things that the members in the group need. I add Helpers if there are 5 members in a group. I must assign a role so that that child does not fall sleep (laughs)
- MN: It is interesting. I like the tags there wear. It is a colour sticker, isn't it?
- TR: Yes, and they assume the same role for two weeks. When I start a new topic, they exchange roles.
- MN: Can you tell me how has using project-based learning affected your teaching of the English Language?

- TR: Ayya difficult question la. (Laughs). Hmm.. how ah? (pauses) I think it helps me a lot. I got to see things that I may not see if I don't use project-based learning.
- MN: Examples of things that you may not see if you don't use project-based learning are like what?
- TR: Like hmm.. I don't know my children are talented in acting if I don't use the projects. You saw right how Alif and his friends acted out the scene of Simalungun and the crocodile. They are talented and I should brush the skills so that one day they can shine better (chewah) my dream la to see them perform in a theatre maybe one day.
- MN: Yes, the boys were so good. I really admire their performance. They were creative in presenting what they understood from the story. Besides identifying talents, what else you see?
- TR: I get to see who are leaders and who are followers. And thank god, I change roles every two weeks. So they get to practice and learn from each other. They can also model how their friends controlled the group when they held the roles.
- MN: Yes, true. How else do you think project-based learning affects your teaching?
- TR: I got to involve my children in the learning. I don't like me dictating everything. I like the teacher-pupil relationship to be stronger as the lessons come from both of us not me alone. I want it to be a shared thing. Then I think they learn better and the memories they have about my class maybe a boosting spirit for them to continue liking English. I also keep on thinking of ways to include my children in the lesson like letting them choose the stories for us to work on, letting them assess their friends and their own work. Letting them assess me which they love doing. (Laughs)
- MN: (Laughs) That's the gunshot they are waiting for if we ask them to evaluate us. How do you think project-based learning has changed your way of teaching and the structure of your class?
- TR: Of course it has. My children do not sit like the other students in the school do. They (my children) sit in groups, facing each other. And I rotate group seating every now and then. I don't like the same groups to be sitting in front, and I also change the group members when one project is over. This is important for them to start fresh with the experience they have collected from working with their friends.

MN: What about your delivery of lessons? How project-based learning influences the way you teach?

TR: I feel that my questioning techniques changes a lot. I don't ask Yes/No questions much. I go for How/Why questions. Thinking questions. And I don't focus on getting answer from one child only.

MN: Yes, I can recall the time you asked questions in class and it became like a debate.

TR: True, it happens all the time. I am not focused from who I get the response as I see them collectively. So, I give chance to the whole class to respond.

MN: It involves the whole class. It is great. What about the students? How do you think they respond to project based learning?

TR: I think they love it. It is children's nature to love moving around and joining in activities. Let them be happy and learning will be easy.

MN: What about their learning? Is there any progress so far?

TR: I think my success is to get everyone to use English in and outside of the class. And I think I succeed. My children use broken English but nevermind, rather than not using at all. Since you know we are from a kampong school, it is a challenge for them to use English in a situation where they are looked at. And they are doing good I can say. Right?

MN: Yes, even the children spoke to me in English. Good job, teacher. So, do you think project-based learning is gradually helping your pupils gain proficiency?

TR: I would say yes. Many of them are confident in using English even though there are some who are still struggling but I can say that many around 20 plus of them have improved a lot. Thanks to project-based learning lah (laughs). Oh ya, and it (project-based learning) also gives me a positive attitude towards teaching them.

MN: What kind of positive attitude you have in teaching them?

TR: I mean like I don't scold them a lot like I used to do and I got to always to think ahead what projects I want to do with them. I ask them sometimes what can be done for future projects and they suggest me good ideas too. Like doing drama and the community recycling campaign activities which they want to include the people at Kebun Sireh (our school area).

MN: I am sure you observe the learning that takes place with the use of project-based learning in your class. Can you share how have the skills that students have learned through PjBL influence your lesson planning?

TR: Alamak difficult question again. (Laughs). I would say that everytime my students achieve doing something from the project lessons like using powerpoint in their presentation, I try introducing new technology like the use of Scratch for animation. I think I adjust my lessons according to what my children can do and I introduce new concepts or ideas. I know my children love pair work and group discussion. So, all my lessons daily will incorporate pair work and group work. This makes them happy and I am sure when they are happy they learn better.

MN: What other skills they (the pupils) have acquired from using project-based learning in class?

TR: I think they are well users of LCD and laptop. They can fix all by themselves. My children can divide task among group members with the help of role assigning that I do. I like one group which had a group report of what they do. I observed this in February and I already made sure every group does that. It serves like a report plus reflection. I like it. Teach them to report what they do. It is applying scientific skills in their learning. Cross curricular like that.

MN: Wow, it is good. They can use the report they write as a mini research!

TR: Actually you are right. I plan to do an action research with those report writing. I want to see if it helps in their writing skills. If it does, a big Alhamdulillah I will say. (smiles broadly)

MN: Great. Try working on it. You will get more information. By the way, can you share your overall experiences of integrating project-based learning in the classroom?

TR: I like it. I enjoy planning and carrying out the project based learning with my children. I realize that a lot language learning takes place with project embedded in my lesson. I can cover speaking, listening, reading and writing all skills in the project that I do with my children. It is actually easy. Hmm (pauses) you can recall or not the time when the children acted out mahsuri's legends on the stage? I felt so proud of them. They are so little, I mean small children but the courage they have to be on the stage is commendable la.

MN: What about your part? Is it difficult to carry out project-based learning?

TR: I won't say it is easy or difficult but it need a lot of preparation.

MN: What kind of preparation you mean here?

TR: Like I need to plan what I want to do with them. I need to make sure the project going on for two weeks and I get input from children daily in my class. I liked it when we did our recycling project whereby we involved parents to come to school on Saturday and Sunday and they paint the recycling garden and helped to decorate it. We won the Sekolah Hijau Award with this project. I was so happy.

MN: Wow, congratulations!! I am so happy to hear this. Parents are supportive huh?

TR: Yes, indeed they are very helpful and supportive with the learning. Eventhough many of them are not proficient in the language, but they tried speaking with me in English throughout the painting and decorating day. I was so touched with their determination to use English and model it in front of the children.

MN: I am proud of you, the children and of course the supportive parents. Why else is the reason you use PjBL in your classes?

TR: I can see my children sharing. This is very important in this today's world where many children are so selfish and kiasu. They do not want to share anything and everything centers around "me, myself and I" (referring to the pupils themselves). I hate it when they don't know how to communicate and respect each other. So, through this project-based learning my children can communicate and it is assessed. Their friends will assess them so they will behave and eventually it becomes a habit to talk to their friends and others in a polite manner. Practice makes perfect what.

MN: Correct and true. I agree it is lacking in our children. Apart from pupils being able to communicate and tolerate one another, what else is the reason for you to use project-based learning in your class?

TR: You ask me a lot of questions. (laughs) tired already. (laughs) hmmm.. I use project-based learning as another form of homework. While working on the project, my children have to source out information and so forth, so it is a fun way of completing their homework rather than completing tasksheets or pages from the workbook which bore them to the core. Now, I also assign homework through FROGVLE (virtual learning environment), they (the pupils) become very excited and they like working on the task. They even say now they can do homework in Mc Donalds because wifi is free. (Laughs)



MN: Wow, children nowadays huh. All must be fun. (smiles). After being a practitioner of project-based learning, can you share your concerns or challenges in the implementation of PjBL in your own classroom?

TR: A lot! (laughs) I have a lot of concerns. First of all, I need to know whether or not I am doing it (project-based learning) correctly or not. I don't want to be syok sendiri (contented with myself) and do all wrongly. I need a guide, like a guide book since primary school got no guidebook in using project-based learning from the KPM. Next, I need support from my panitia. My GB (headmistress) is a nice person and supports all my effort but I don't get it from my colleagues. Many think I am just flattering my GB and hence she likes me but actually I want fun learning in the classroom. Sad to say, there are four classes in the stream and none do project-based learning simply because they say they are not excellent teachers. What a reason! I am willing to share information, materials, expertise and anything they want if they want to try implementing. I even put in our Whatsapp group but this conversation dies with an emoticon of clapping hands. How sad it is right. My challenges with my children is the attendance. If they don't follow through the project within the stipulated time frame, they will lose out the content learning. There is a number of kids who are regularly absent from school. And these children are the ones who are weak. I have talked to the senior assistants and even texted their parents but no response. Sakit kepala la (headache) with this kind of attitude.

MN: Other than these challenges, what about your own challenges that comes from you?

TR: You mean like me being lazy? (laughs). Yes, you are right. At times I get tired because I am burdened with a lot of paper works and that will make my mood to die out and I don't feel like doing project-based learning myself. At times I do ask why the hassle, no one asks me to do in school, but when I think of myself as an excellent teacher, I am reminded to be an example to other teachers. As excellent teacher, I must be innovative and creative. So, I must do something. So, I do this project-based learning la. And I like it also.

MN: What about the support from school administration, parents, your colleagues and pupils? Do you receive enough support and encouragement from these people? Can you comment a little on this?

TR: If I say I get 100% support, it is a lie. My GB is the only who supports me through this but the other admin are not as supportive. What more my colleagues who think that I show off. Am I a showing off type? (Laughs). I share all my materials with my panitia teachers who are way younger than me but no one uses it in their class and for their class. All I keep near my table. About parents.. Some support, some don't. That one as usual la we all know one right. My pupils enjoy the lessons. I am not syok sendiri you know. I

know it based on the journal writing they write and from verbal responses I ask them. Personally I think I am ok doing project-based learning in my classes as long as I can do it because I don't like rote memory learning. I am for English is fun and filled with activities. And you can also see I use this project-based learning with my year 6 also even though all other year 6 teachers think that year 6 pupils should not have fun in learning and burden them with extra classes, tuition, night classes and weekend classes. I pity the children. So, for English, I will do games and songs and FrogVLE for them to unwind and relax while learning for UPSR.

MN: Based on your experiences integrating project-based learning in your lessons, will you continue to use it and suggest other friends and colleagues to use it too?

TR: Definitely I will continue until I learn new and innovative way to teach English. So far, I have used project-based learning for the past 5 years and I find it fruitful. I can hear children speaking in English and that makes me happy. About suggesting it to my friends and colleagues, I already been doing that plus giving them my materials but I think they are not interested to do it. Some believe that they class becomes noisy if activities are used as class task, so they avoid them. My only comment it – Who ask you to do it in class? You can also bring the children to the field, the resource room and so on. So, again it depends on the level of acceptance among teachers to use it or not. We cannot expect everything to be spoon-fed by people to us. We do have to do some thinking.

MN: Yes, you are right. We must think what is best for our. My last question for you. Is there anything you would like to add to this interview? You may comment or voice out anything pertaining to project-based learning that we have talked today.

TR: I hope teachers out there can adopt project-based learning into their classrooms. It is a good way of teaching because I feel that it has all that we want, communication, collaboration, critical thinking and so on. So why not try using it and keep improving from what you start. Don't dilly dally, use it now. Maybe they need help on guiding them. We can share our experiences and let them start from there.

MN: Thank you so much for your valuable responses. I will transcribe the interview sessions and come back to you for member check. I thank you again. Here is a small token of appreciation to you for contributing in this research. Thank you.

## Appendix C

### Sample Member Checks via email

Confirmation on the interview transcription and themes from data  Inbox x



**Muhammad Noor** <muhammadnoorabdulaziz@gmail.com>

Sat, Apr 6, 2:09 PM



to a.mutalib ▾

Dear Teacher,

I am sending you this email to let you check the transcription based on our interview session. Please comment if you are not satisfied or if you wish to delete any parts of the interview. I am ready to do so.

Please also check the documents on the themes that I have gathered from your responses. You are free to ask me anything to clarify your doubts.

Thank you teacher for your responses.

Regards,

Muhammad Noor

**a.mutalib unaizah**

to me ▾

Apr 8, 2019, 12:10 AM



Hi,

I have check the transcripts and I am satisfied with the transcription. I want to clarify about the theme : A better teacher.

Does it mean I become a better teacher or what my children expect me to be?

Other than that I am happy with your themes.

Good luck.

...



**Muhammad Noor** <muhammadnoorabdulaziz@gmail.com>

Apr 8, 2019, 8:10 AM



to a.mutalib ▾

Thank you for your feedback.

...

 Reply

 Forward

## Appendix D

### Classroom Observation checklist

#### 1. General information

Full name :

Class:

Subject:

Unit:

Theme:

Time:

#### 2. Observation aspects

Time	Assessment strategies/ technique/method	Teacher activities	Young learners' response	Comments/Notes

#### 3. General comments:

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Adapted from:

Ho, T. N. (2015). An exploratory investigation of the practice of assessment for learning in Vietnamese higher education: Three case studies of lecturers' practice. Retrieved from [http://eprints.qut.edu.au/91545/1/Thi\\_Nhat\\_Ho\\_Thesis.pdf](http://eprints.qut.edu.au/91545/1/Thi_Nhat_Ho_Thesis.pdf)

## **Appendix E**

### **Sample Interview Protocol with young learners**

1. Assalamualaikum boys and girls. As I told you that day, today we are here for our interview session. Are you ready?

2. Please tell me what you like about projects that you do with Teacher Mages.

- Oh great that you guys love to work together. What about others?

- What do you google?

3. Why do you like to work in groups?

-So, you said you like group work because your friends help to check your mistakes, your work finishes fast and you can discuss. Anything else you want to add on?

-What about your teacher? How does she help in your project?

4. Tell me how do you talk to you teacher about doing projects?

-When you tell her, what she says to you?

5.How Teacher Mages check your project work?

- What does she write?

- How else can we check your project?

6. Does teacher Mages ask you what to put in the jadual (rubrics)?

7. Do you like exam or this kind of checking?

8. So, do you want your teacher to continue doing projects and check you work like this?

## Appendix F

### Sample Interview Transcription with young learners

Interview with : Teacher Mages'' pupils

Date : 20 February

Interviewer : Muhammad Noor (MN)

MN :Assalamualaikum boys and girls.

Everyone :Waalaikumsalam Sir. Good morning sir.

MN :As I told you that day, today we are here for our interview session. Are you ready?

Everyone :Yes, Sir.

MN :Alright good, to start with, please tell me what you like about projects that you do with Teacher Mages.

Zubir :I like all the projects we do. I can present our work in front.

Intan :Hmm.. I don''t like to present but I like to do the project. Present one I ask Zubir (laughs)

MN :Oh great that you guys love to work together. What about others?

Rodzi :I like to divide the work in my group. If not everyone fight fight. Teacher will angry at us.

Saerah :Yes, yes. Pupils fight. I don''t like pupils fight. Sir, I like to google for information.

MN :What do you google?

Saerah :I search about Indian clothes. Very nice and beautiful, Sir. (laughs)

Sofiazan :I also like to google. I always google for information. I search about Mahsuri our next project.

- MN :I heard you guys saying that you like to present, do the work in groups, divide task and google for information. Good. Very good. Now, why do you like to work in groups?
- Azizul :I like to work in groups because my friend will tell me what I do wrong. He always show my wrong.
- MN :Wow, your friend is your teacher now. Great.
- Azizul :Yes, Sir. He is my teacher and my best friends. (laughs)
- Intan :Sir, I like to work in groups because our work finishes fast. Everyone do *sikit-sikit* (little bit)
- Saerah :Sir, she only do sikit, I do a lot. (laughs). No, Sir. Just kidding. Yes, Sir, I like group work. We can discuss and do our best.
- Sofiazan :It is fun to make chappatis in the class. We learn to do our chappati after Teacher Mages showed it. We do in our groups.
- MN :You guys are awesome. So, you said you like group work because your friends help to check your mistakes, your work finishes fast and you can discuss. Anything else you want to add on? What about your teacher? How does she help in your project?
- Rodzi : Teacher Mages always ask a lot of questions. Sometimes I know, sometimes I really don't know. But, Sir, you know Teacher Mages always give us time to answer any question. I like it because I can think and answer. If I don't give answer on the spot, I can give later.
- Sofiazan :She won't scold like other teachers. (laughs). MN : Why you say like that?
- Saerah :Sir, she is right. Teacher Mages never scold if you can't answer. She always ask us to read up or find out later and tell her the answer. I am not scared in her class like my Mathematics class. Don't know answer, teacher jadi singa. (laughs)
- Sofiazan &Intan: (laugh loudly) Hey you don't say like that to our teacher la.
- MN :You are so funny. It is good that your teacher gives you time to answer. I also do that with my pupils. When you have time, you can think and answer. OK, now, tell me how do you talk to you teacher about doing projects?

- Saerah : At the end of the first project, we tell Teacher Mages that we want to do another project on cleaning the beach near our school. Teacher Mages smiled and nod her head. I think we will do it.
- Azizul :Teacher Mages always give us a paper and we will write our *cadangan* (suggestions)
- Intan :Yes Sir, Teacher Mages will ask in class and we will tell her what we want to do. So fun like that.
- MN :When you tell her, what she says to you?
- Sofiazan :Usually she will say OK or she will smile. But I know we will have more projects.
- Saerah :She will say „good..good.“
- Azizul :She smile lah. Yes, she smile. I think she like our idea lah Sir.
- MN :Great! Guys, how Teacher Mages check your project work?
- Zubir :Teacher Mages always ask the group leaders to tell her. She only want the group leader to talk. I will ask my friends in the group *siap-siap* (in advance) before she come. And then I will go and tell her.
- Rodzi :My group we write down what everyone do already and what we have not do. Then we tell teacher.
- MN :Hey that“s a great way of checking. You make a checklist.
- Saerah :Yes, Sir. Teacher will read and write something on the paper.
- MN :What does she write?
- Saerah :Hmm.. Good job, Well Done. I can“t remember la Sir. But she will write la what we have to do after that. Then, we will do in groups
- MN :Oh she writes some comments for you. It is feedback.
- Zubir :Yes Sir. Sometimes we call teacher and ask her. She won“t scold. She give us her phone number.
- Intan : He always disturb teacher, Sir. (Laughs)



- MN :Don't poke him. He is being honest. OK. How else can we check your project?
- Azizul :We in group we check sir. We can also ask our friend from other group to check. Like I check Zubir group.
- Saerah : Haa Sir, teacher ask us to give marks for our friend group. So much of fun. But teacher give us the *jadual* (rubrics). We check there and we give marks.
- Intan :Actually Sir, Teacher Mages can ask our parents to help give grade for our work because we do a lot of the work (project) at home then in school. My mother always helps me to complete my part.
- MN :Oh wow, so good. Yes I agree. Can give a form to your mother to give some marks, maybe on the drawing and neatness.
- Zubir : Yes, sir correct. My sister also helps me. But she is in standard 6.
- MN :You sister can't give you marks yet but your parents can. Hey boys and girls, Does teacher Mages ask you what to put in the *jadual* (rubrics)?
- Rodzi :Teacher Mages ask us if we understand it. If we don't she will change what she write in there.
- Intan :Hmm.. she ask if we can do something to get high marks. Like if we put in three proverbs in the essay, we will get three marks extra. So we will put in the proverbs la.
- MN :I see. So you teacher tells you the rubrics. Good. Do you like exam or this kind of checking?
- Saerah :I don't like exam. And I think all my friends also don't like exams.
- Sofiazan :Sir, we still get good results when we check our work in group. And we get points for everything. In exam we make mistake sorry bye bye (laughs)
- MN : Hahaha. Yes you are right. So, do you want your teacher to continue doing projects and check you work like this?
- All :Yes!

MN : Alright boys and girls. Let's go back to class. Later, I will share with you this recording so that you can tell me if there is any part you don't like.

All ; OK Sir.



## **Appendix G**

### **Sample consent letter to parents**

#### **Parental Permission for Children Participation in Research**

Title: Using authentic assessment in project-based learning in year 5 English classes of excellent teachers

##### **Introduction**

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. The person performing the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

##### **Purpose of the Study**

If you agree, your child will be asked to participate in a research study about project based learning and authentic assessment. The purpose of this study is to prepare a guideline for teachers to use a new classroom assessment.

##### **What is my child going to be asked to do?**

If you allow your child to participate in this study, they will be asked to give their opinions about classroom activities and comment about it. This study will take two weeks approximately and the interview will take one hour. There will be six other students in the group interview and your child will not be alone. It will be carried out in the school library. Your child may be video recorded for the purpose of this study.

##### **What are the risks involved in this study?**

There are no foreseeable risks to participating in this study.

##### **What are the possible benefits of this study?**

The possible benefits of participation are that clear guidelines will be given to school in implementing project based learning.

##### **Does my child have to participate?**

No, your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with the teacher and school in anyway. You can agree to allow your child to be in the study now and change your mind later without any penalty.

**What if my child does not want to participate?**

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study they can change their mind later without any penalty.

**Will there be any compensation?**

Neither you nor your child will receive any type of payment participating in this study.

**How will your child's privacy and confidentiality be protected if s/he participates in this research study?**

Your child's privacy and the confidentiality of his/her data will be protected by not revealing their names and identity in the research.

If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to your child will be protected to the extent permitted by law. Your child's research records will not be released without your consent unless required by law or a court order. The data resulting from your child's participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with your child, or with your child's participation in any study.

NOTE: If audio/video recordings will be made include the following statements:

**Whom to contact with questions about the study?**

Prior, during or after your participation you can contact the researcher, Mr Muhammad Noor Bin Abdul Aziz at 013-4668230 or his supervisor, Prof Dr Nurahimah Mohd Yusoff at 019-4766306 for any questions or if you feel that you have been harmed. This study has been reviewed and approved by Awang Had Salleh Graduate School, Universiti Utara Malaysia.

**Signature**

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

Printed Name of Child

---

Signature of Parent(s) or Legal Guardian

---

Date

## Appendix H

### Letter of approval from EPRD



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
EDUCATIONAL PLANNING AND RESEARCH DIVISION  
Aras 1-4, Blok E8  
Kompleks Kerajaan Parcel E  
Pusat Pentadbiran Kerajaan Persekutuan  
62604 Putrajaya

Telefon : 03-8884 6500  
Faks : 03-8884 6439  
Laman Web : www.moe.gov.my

Ruj. Kami : KPM.600-3/2/3 Jld ( )

Tarikh : 12 Disember 2017

Muhammad Noor bin Abdul Aziz  
K.P.:840123075531

41, Lorong Bukit Juru 5  
Taman Bukit Juru  
14100 Simpang Ampat  
Pulau Pinang

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

**"Using Authentic Assessment in Project-Based Learning in Year 5 English Language Classes"**

3. Kelulusan ini adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada Bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **02 Januari 2018 hingga 30 April 2018**.

5. Tuan juga mesti menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD kepada Bahagian ini. Tuan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

(Dr. SHAMSUDIN BIN MOHAMAD)

Ketua Unit  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia



CERTIFIED TO ISO 9001:2008  
CERT. NO: AR 3166

## Appendix I

### Letter of approval from State Education Department



**JABATAN PENDIDIKAN PULAU PINANG**  
JALAN BUKIT GAMBIR  
11700 PULAU PINANG  
Tel : 04-657 5500, Faks : 04-658 2500  
<http://jpnp.edu.my>



**"1 MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN."**

Ruj Tuan :  
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.11 Bil(78)  
Tarikh : 19 Disember 2017



Muhammad Noor bin Abdul Aziz  
41, Lorong Bukit Juru 5 Taman Bukit Juru  
14100 Simpang Ampat, Pulau Pinang

Tuan/Puan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT  
PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI  
BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3 Jld ( ) bertarikh 12 Disember 2017 adalah dirujuk.

3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

*"Using Authentic Assessment in Project-Based Learning in Year 5 English Language Classes of Excellent Teachers"* diluluskan.

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:

- 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
- 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
- 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
- 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
- 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
- 4.6 Surat ini berkuatkuasa sehingga 30 April 2018.

Sekian, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

( ZURIDA BINTI MUSTAPHA )  
Penolong Pendaftar Institusi Pendidikan  
Jabatan Pendidikan Pulau Pinang  
b.p Ketua Pendaftar Institusi Pendidikan  
Kementerian Pendidikan Malaysia

## Appendix J

### Publications

1. Muhammad Noor & Nurahimah. (2018). Experiences of using authentic assessment with English language young learners. *International Journal of Academic Research in Business and Social Sciences*, 8(9), 375–384.  
<https://doi.org/10.6007/IJARBSS/v8-i9/4599>.
2. Muhammad Noor & Nurahimah. (2019). How ESL young learners view project-based learning? *Journal of Educational Research and Indigenous Studies*, 1(1).

